**Content Area 3: Child Development - Care routines, play and activities to support the child**

**Revision Workbook**

**Name:**

**Class:**

**Teacher:**







**Maslow’s Hierarchy of Needs**

Definition - A motivational theory where individuals are motivated by their needs. When individual’s basic needs are not met, they may not be able to progress to meet their more complex needs.

|  |  |
| --- | --- |
| Self-actualisation |  |
| Esteem |  |
| Love and belonging |  |
| Safety needs |  |
| Physiological needs |  |

**Basic and Psychological Needs**

|  |  |  |
| --- | --- | --- |
|  | Basic Needs | Psychological Needs |
| Definition |  |  |
| Examples | * Food and drink
* Fresh air
* Rest and sleep
* Exercise
* Physical safety
* Emotional safety
* Shelter
 | * Sense of belonging
* Affection
* Sense of achievement
* Feeling valued
* Establishing emotional boundaries
 |

How can an early year’s practitioner support basic needs?

|  |  |
| --- | --- |
| **Food and drink** |  |
| **Fresh air** | * Plan regular opportunities for outdoor play.
* Provide trips outside the setting.
 |
| **Rest and sleep** |  |
| **Exercise** |  |
| **Physical safety** | * Check equipment for faults.
* Make sure doors and gates are locked.
* Do not use physical punishment.
 |
| **Emotional safety** | * Provide a consistent key person.
* Arrange small group play.
* Be a caring practitioner.
* Ensure bullying is not tolerated.
 |
| **Shelter** | * Provide a warm and welcoming environment,
* Provide areas shaded from the sun.
 |

How can an early year’s practitioner support psychological needs?

|  |  |
| --- | --- |
| **Sense of belonging** | * Respond to the child’s interests.
* Encourage the child to join in.
* Provide opportunities to interact with others.
 |
| **Affection** |  |
| **Sense of achievement** |  |
| **Feeling valued** | * Display the child’s artwork.
* Show an interest in the child’s culture.
* Listen attentively to the child.
* Recognise their needs.
 |
| **Establishing emotional boundaries** |  |

How will meeting children’s needs support their holistic development?

**How can these routines promote the independence, health, safety, and wellbeing of a child?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Getting dressed** | **Mealtimes** | **Toileting/washing** | **Bedtime** |
|  |  |  |  |

How can an EYP support the child to establish routines?

**Child-initiated Play and Adult-led Play**

|  |  |  |
| --- | --- | --- |
|  | Child-initiated Play | Adult-led Play |
| Definition |  |  |
| Strengths | * Follows the child’s interests.
* Provides independence as the child is in control.
* Develops children’s creativity and imagination.
* Supports natural development.
* Increases concentration as the activity is chosen by the child.
 | * Provides structure to the activity.
* Can focus on specific areas of development.
* Can support children to use new resources safely.
* Often encourages participation from all children.
* Provides guidance for the children
 |
| Weaknesses |  |  |

**Role of the early year practitioner during play activities (before, during and after)**

**Stages of Play**

|  |  |  |
| --- | --- | --- |
|  |  | This is when babies are exploring their surroundings by moving their arms and legs. |
|  |  | This is when children play by themselves and seem to ignore others. |
|  |  | This is when children play by themselves but watch others playing. |
|  |  | This is when children play alongside each other but do not interact very much. |
|  |  | This is when children start to interact with each other but there is no organisation to the play. |
|  |  | Children play with each other in an organised manner where they all have roles and responsibilities in the activity.  |

**Types of Play**

|  |  |  |
| --- | --- | --- |
|  | Description | Benefits |
| Physical Play |  | * Develop balance and co-ordination.
* Learn control of fine movements – hand-eye co-ordination.
* Learn new concepts – testing out their ideas.
* Increase their confidence.
* Explore a healthy wellbeing – physically and mentally.
 |
| Creative Play |  | * Encourages creativity and freedom of thought.
* Increases logical thinking.
* Allows children to explore their emotions
* Develops confidence.
* Allows children to express themselves without complex vocabulary.
* Develops new vocabulary.
 |
| Imaginative Play |  | * fosters creativity by providing a safe space for children to act out scenarios of their choosing
* promotes physical development in a fun way
* practice and develop their language and social skills
* boosts the development of problem-solving and self-regulation skills
 |
| Sensory Play |  | * Explore different textures, tastes and smells.
* Allows children to express their emotions.
* Develop their confidence.
* Explore new concepts.
* Support fine motor skills through small muscle movement.
* Extend vocabulary and communication skills.
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**Exam Question Practice**

1. What is a basic care need and give an example (2 marks)

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1. Identify 4 basic care routines (4 marks) ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….…………………………………………………………………………………………………………………………………………………………………………………………………………………………….
2. What is Maslow’s hierarchy of needs? (3 marks)

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1. Discuss the role of the EYP before, during and after play activities (6 marks)

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1. Identify and describe the different play types (8 marks)

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