



ISLINGTON

Adult and community learning

# NCFE Level 1 Working with Children

# Online rules

- During this session classes, we agree:
- We will behave towards each other as we would in a physical classroom.
- No personal details given within the group – can speak to me on a one to one afterwards
- Turn your video on for the session
- Mute your audio unless you need to speak
- Use protocols such as hands up if you wish to speak
- Children should not be in the background whilst the session is active – if you need to communicate with your child turn your video off
- If you need to leave temporarily – send a message to the tutor

Safe sites- lock and key

Not sharing passwords

Filters and blockers

Beware of spam and fake emails

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Here you can find information about how to stay safe online.



## ZIP IT

Keep your personal stuff private and think about what you say and do online.



## BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



## FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

# Group Agreement

How do we wish to work as a group so everyone can successfully complete the course in this environment

*Example:*

Everyone listening to each other with out interrupting

- Respect our differences and different opinions
- Treat everyone equally and fairly
- Feel able to ask questions even if seem bit basic
- Acknowledge each other's contribution – body language
- Not to be in a noisy environment
- Accept comments and ideas in spirit of learning and improvement
- Be open to new ideas
- To pay attention and not multitask –limit distraction
- Feeling comfortable
- Supportive environment
- Have fun
- Confidentiality
- Safeguard self and others
- Punctuality
- Everyone has a voice

# Learning Outcomes

Session 4

**By the end of the session you will be able to:**

**Present Unit 1 Healthy eating activity – complete group task**

Unit 5 Providing for play

Identify areas of child development

Recognise benefits in play – unit 5

Identify types of play for developmental needs – Unit 5

- Use a planning sheet for play – unit 5

# Child Development



There are 5 areas of development

# S.P.I.C.E.

# Child Development

Social-  
Physical  
Intellectual  
Communication  
Emotional .



# Child Development

**Social and Emotional development:** this is the development of a child's identity and self-image, the development of relationships and feelings about him or herself and learning the skills to live in society with other people.

Turn taking, sharing, making friends etc.

# Child Development

**Physical development:** is the body increasing in skill and performance and includes: gross motor development (using large muscles), for example legs and arms fine motor development (precise use of muscles), for example hands and fingers.



# Child Development

**Intellectual development:** this is learning the skills of understanding, memory and concentration.

# Child Development

**Communication and language development:**  
this is learning to communicate with friends, family  
and all others.

# Child Development

However, it is important to realise that all the areas of development link together.

It's very hard to think of one area without including another

# Child Development



## **Stages and sequences of development**

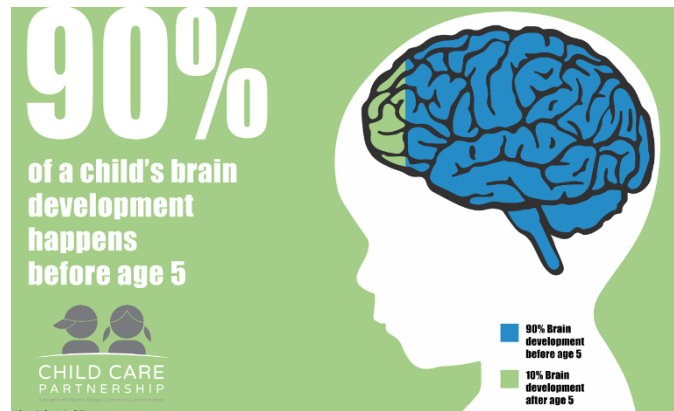
We think about growth and development in five stages:

# Child Development



**infancy** from birth to one year  
**early years** from one to three years  
**childhood** from four to seven years  
**puberty** from 8–12 years  
**adolescence** from 13–16 years.

# Child Development



From birth to age 5, a child's brain develops more than at any other time in life. And early brain development has a lasting impact on a child's ability to learn and succeed in school and life.

# Child Development



The quality of a child's experiences in the first few years of life – positive or negative – helps shape how their brain develops.

# Unit 5 -Play Activities

What are the benefits of play?



# THE BENEFITS OF PLAY

“Children learn as they **play**. Most importantly, in play, children learn how to **learn**.” --O. Fred Donaldson



## Stages of Play

There are five stages of play – match which.

**Solitary play:**   **Observer play:**   **Parallel play:**   **Associative play:**   **Cooperative play:**

1. During this stage children play amongst a group of children but without direct interaction. They may share their toys, swapping colouring pens, but they are not playing together. Children at this stage are aware of each other but they are not playing together.

2. This stage sees children playing together, creating organised make-believe games such as doctors, super hero's etc .

3. At this stage, children begin to play together but in a loose sense rather than by organising games together. They interact but they don't have an overall game plan.

4. At this stage, children are looking at other children playing around them. They watch what others are doing so that they might learn from the experience of other children.

5. Toddlers play very much on their own ignoring other children playing around them.

**The ages at which children pass through the different stages varies according to the way that they develop. The pattern can be changed by their surroundings - for example, children with older brothers or sisters (siblings) will be introduced to cooperative play sooner than a lone child who may have less opportunity to experience play with other children unless they mix with other children .**



# Stages of Play

**Unoccupied play** The child is not playing, just observing

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**Solitary play** The child plays alone, focussed on their own activity, unaware and uninterested in what others are doing. Most common in children aged under three.

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**Onlooker play** The child watches others at play but does not engage in it. They may talk about the play, but they do not join in. Most common in children aged 2-3 years

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**Parallel play** The child plays separately but close to others often mimicking their actions. Often seen as the beginning of more complex social play. Most common in children aged 2 1/2-4 years

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**Associative play** The child is interested in playing with others and interacts with others during play, but the activity is not organised or co-ordinated. Most common in children aged 3- 4 years

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**Cooperative play** The child is interested both in the people playing and in the activity. The activity is organised, and participants have assigned roles. This is the beginning of 'team work'. Most common in children aged 4 1/2 - 6+ years.

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# Unit 5

**Types of play activities for young children to meet developmental needs.**

**What would you provide for a 12 month old to develop the following EYFS:**

**Physical**

**Communication & Language**

**PSED**

**What would you provide for a 4 year old to develop the following EYFS:**

**Expressive art and design**

**maths**

# 1.1 Assessment Unit 5

Identify as many activities as you can under the various ages/stages and EYFS - min of 3 for each box

Complete – by end of course

- Think about what you provide your own children
- Development Matters document

Include a collage of various resources as part of task,  
GLS, ARGOS, NES/Arnold, internet