

Chapter 1 Worksheet 1

Growth and development quiz

1 What two factors affect children's growth the most?

2 What is the definition of growth?

3 What does the word 'development' mean?

4 What are the charts for plotting the height and weight of children called?

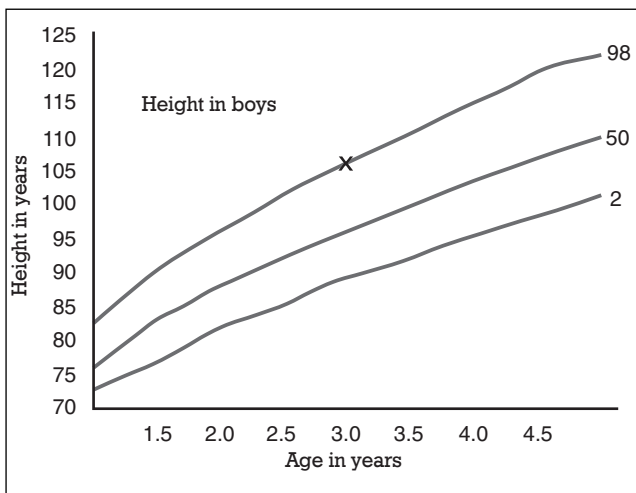
5 The following charts plot the height and weight of two children.

What do they tell you about each child?

Chart 1



Chart 2



6 What does the word 'normal' mean in growth and development terms?

7 Development is often measured by a child's ability to control fine or gross motor skills.

a Give a definition of fine motor skills.

b Give two examples of activities which use fine motor skills.

c Give a definition of gross motor skills.

d Give two examples of activities which develop gross motor skills.

8 Control over movements develops from a very young age. Give two examples of voluntary movements that develop in the first year.

Chapter 1 Worksheet 2

Assessing stages of development

Identify whether each statement is an example of gross or fine motor skills.

Match each boxed description of fine and gross motor skills to the appropriate age range.

12 months

15 months

18 months

Fine/gross	
<input type="checkbox"/>	rides a bike without stabilisers
<input type="checkbox"/>	runs with confidence and dodges others
<input type="checkbox"/>	kicks a ball with direction.

Fine/gross	
<input type="checkbox"/>	walks using uneven steps
<input type="checkbox"/>	sits down with a bump
<input type="checkbox"/>	can pull themselves to standing.

Fine/gross	
<input type="checkbox"/>	holds a pencil with good control
<input type="checkbox"/>	can button own clothing
<input type="checkbox"/>	can cut out simple shapes.

Fine/gross	
<input type="checkbox"/>	skips on alternate feet and can coordinate a skipping rope
<input type="checkbox"/>	can walk easily on a narrow line
<input type="checkbox"/>	can run lightly on toes.

Fine/gross	
<input type="checkbox"/>	moves by shuffling, crawling or rolling
<input type="checkbox"/>	pulls themselves to a standing position using the furniture
<input type="checkbox"/>	walks around the furniture.

Fine/gross	
<input type="checkbox"/>	picks up small items using pincer grasp
<input type="checkbox"/>	holds a crayon in the whole hand
<input type="checkbox"/>	scribbles backwards and forwards spontaneously.

Fine/gross	
<input type="checkbox"/>	can use a zip
<input type="checkbox"/>	feeds themselves with a spoon
<input type="checkbox"/>	draws circles, scribbles and dots.

2 years

Fine/gross

<input type="checkbox"/>	turns pages one at a time
<input type="checkbox"/>	threads large beads on string
<input type="checkbox"/>	can draw a face with one or two other features.

3 years

Fine/gross

<input type="checkbox"/>	can hold a toy
<input type="checkbox"/>	can use a pincer grasp to pick up small objects
<input type="checkbox"/>	can put small objects into a container.

4 years

Fine/gross

<input type="checkbox"/>	runs but finds it difficult to move around obstacles
<input type="checkbox"/>	can climb into a chair, turn round and sit down
<input type="checkbox"/>	walks up and down steps with adult help.

5 years

Fine/gross

<input type="checkbox"/>	picks up and replaces very small objects
<input type="checkbox"/>	has good pencil control and colours neatly
<input type="checkbox"/>	dresses and undresses themselves easily.

6-7 years

Fine/gross

<input type="checkbox"/>	walks up and down stairs holding a rail or walls
<input type="checkbox"/>	climbs confidently onto furniture
<input type="checkbox"/>	can pull wheeled toys in a planned direction.

Fine/gross

<input type="checkbox"/>	jumps from low steps or wall
<input type="checkbox"/>	rides a tricycle and can steer around corners
<input type="checkbox"/>	can throw and catch a ball using extended arms.

Fine/gross

<input type="checkbox"/>	can build a tower of two bricks after being shown
<input type="checkbox"/>	can make a mark with a crayon
<input type="checkbox"/>	can hold a drink cup using two hands.

Fine/gross

<input type="checkbox"/>	cuts accurately and neatly
<input type="checkbox"/>	ties shoe laces
<input type="checkbox"/>	can make a simple sandwich.

Fine/gross

<input type="checkbox"/>	can walk, run and stand on tiptoe
<input type="checkbox"/>	sits cross legged
<input type="checkbox"/>	can bounce and catch a large ball.

Chapter 1 Worksheet 3

Safety in the nursery

To help keep children safe, adults need to be aware of potential hazards that could cause accidents. Adults should reduce the risk of accidents as much as possible.

- 1 Using page 10 of the student book, identify the potential hazards in the picture below. List what could happen to a child if the hazard is not made safe.



Hazard	Possible injury or accident

2 List any other potential dangers that might occur in an early years setting.

3 Why should early years workers be aware of safety issues?

Chapter 1 Worksheet 4

Safety equipment

There are lots of different pieces of safety equipment that can be used in early years settings in order to reduce the risk of accidents. The chart below has been muddled up. Draw arrows to match the equipment with its appropriate use.

Plastic film	To prevent children running into the road
Safety gates	To prevent children opening drawers, cupboards or windows
Plastic corner covers	To prevent glass shattering if it is broken
Electric plug socket covers	To put on sharp edges
Saucepan guards and curly flexes	To prevent children pushing things into the holes
Smoke alarm	To stop children moving between rooms or climbing stairs
Reins and harnesses	To detect the early stages of a fire
Safety catches	To prevent children pulling hot appliances or equipment onto themselves

Making sure toys and equipment are safe

Most children's toys and equipment wear out eventually. The sun can damage toys if they are left outside, and the rain can weaken them. It is important that adults check all toys and equipment for wear and tear.

Fill in the missing words below.

weekly	metal	safety	cleaned	accidents	disinfectant
rusting	crack	monthly	damage	sharp	development

Outdoor equipment should be checked _____. Plastic equipment may _____ as it gets weathered. This may result in _____ edges which could scratch or cut children.

Many climbing frames and other outdoor equipment are made from _____. Signs of aging include _____ and flaking paint.

It is important that all toys are _____ regularly. For indoor toys that are used regularly _____ should be used. Cleaning toys is a good way of looking for signs of _____.

_____ can also be prevented by ensuring children play with toys that are designed for their stage of _____. All new toys should carry _____ marks which mean that the toy is safe for the age of child it is recommended for.

Chapter 1 Worksheet 5

Playground survey

Visit a local playground and carry out an assessment of the equipment that is provided. Complete the chart below. Discuss your findings with your class.

NAME OF PLAYGROUND:

LOCATION:

Criteria	Comments
What things need to be checked before you bring a child to this playground?	
What apparatus is present?	
Are there any signs of decay?	
What safety features does the playground have?	
What age range is the apparatus suitable for?	

Criteria	Comments
<p>What skills do you feel the playground could develop?</p>	
<p>Note how the children are using the different pieces of equipment.</p> <p>Is it as the manufacturer intended?</p> <p>What does this tell you?</p>	
<p>Note down any dangerous activities that are going on.</p> <p>What is the risk to the child?</p>	
<p>What is the role of the adult when different age ranges of children are playing in the playground?</p>	<p>1–2 year olds:</p> <p>3–4 year olds:</p> <p>5–6 year olds:</p>
<p>Other information</p>	

Chapter 1 Worksheet 6

Dealing with accidents

It is important that early years workers know how to deal with minor accidents. Solve the clues given below to complete the word search. The answers can go forwards, backwards, up, down and diagonally.

- 1 One thing that you must not do in an accident.
- 2 A vehicle that may take someone to hospital.
- 3 Something applied to cuts to stop significant bleeding.
- 4 Liquid which should be applied to burns.
- 5 The name of the position you put an unconscious child into.
- 6 Another name for being sick.
- 7 A condition caused by a bump to the head.
- 8 Frozen water used to stop nose bleeds.
- 9 An injury caused by trapping fingers in a drawer.
- 10 A bandage to keep a sprained arm still.
- 11 How long a nose bleed should be left before seeking medical attention.
- 12 Administered by a wasp.

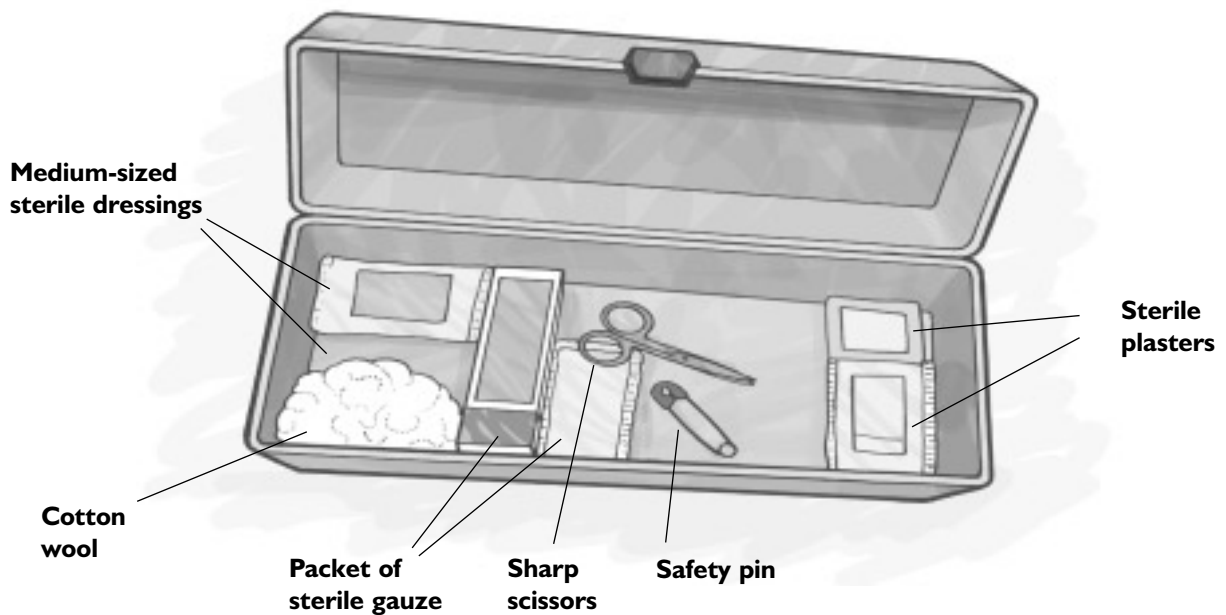


Chapter 1 Worksheet 7

First aid box

All early years settings have to have qualified first aiders and a first aid box. Each first aid box should contain a minimum number of items.

Study the first aid box below.



1 What five items are missing and what are they used for?

Item 1: _____

Use: _____

Item 2: _____

Use: _____

Item 3: _____

Use: _____

Item 4: _____

Use: _____

Item 5: _____

Use: _____

2 What colour should a first aid box be?

3 What symbol is on a first aid box?

4 Where should the box be stored in an early years setting?

5 Whose responsibility is it to refill the box when an item is used?

6 What information would you give a parent or carer if a child had received some first aid at nursery?

Chapter 1 Worksheet 8

Reporting accidents

It is important that all accidents and injuries are reported. Reporting clearly and in detail gives the information staff need to identify if there is a pattern of similar accidents happening and to make the appropriate changes to the environment. Most settings have a specific accident report form to record accidents.

1 Read the case study below and then fill in the accident report form.

CASE STUDY

Jason and Aisha are playing chase in the outside play area. Aisha trips over a loose paving stone and falls on the concrete. Jane, the nursery worker, comes over to see how badly Aisha is hurt. Aisha is shaken and is crying. She has grazed her knee and hand. She says she has not bumped her head. Jane bathes the grazed knee and hand with warm water.

This removes a small amount of grit. The knee is bleeding a little so Jane applies a cold compress until the bleeding stops. Jane also checks Aisha's head for any signs of a bump. There doesn't appear to be any.

Jane makes Aisha sit quietly for a few minutes until she is feeling better. She then fills out the accident report form.

Accident report form

Name

Date

Time

Location

Details of accident

Details of injury
Treatment given
Given by
Signed

2 Jane did not use any medication or plasters. Why do you think this was?

3 What signs might Jane have seen if Aisha had bumped her head?

4 What else should the nursery worker do following this accident?
