

BTEC AAQ Level 3 Early Child Development Transition Work



Name:

We study the following units in Early Child Development:

Year 1

- Unit 1 – Children's Development (Externally Assessed Exam)
- Unit 2 – Keeping Children Safe (Externally Assessed Exam)

Year 2

- Unit 3 – Play and Learning (Internally Assessed Coursework)
- Unit 4 – Research and Reflective Practice in an Early Childhood Setting (Internally Assessed Coursework)

You can find the specification at:

<https://qualifications.pearson.com/content/dam/pdf/btec-aags/early-childhood-development/2025/specification-and-sample-assessments/btec-l3-pearson-aag-in-early-childhood-dev-spec.pdf>

Unit 1 - Children's Development

Task 1: Define It Clearly: Write your own definitions for the following terms. Try to explain them simply but accurately and then explain how these two terms are different from each other and give one example of each from a child's early life.

- Growth:
- Development:

Task 2: Development Principles Matching

Match the development principle to the correct explanation.

Development Principle	Explanation
Cephalo-caudal	A. Children gain control from the core of the body outward
Proximal-distal	B. Children develop head control first, then control of shoulders and legs
Gross to fine motor	C. Larger movements come before more precise ones
Interrelated development	D. Changes in one area affect other areas of development
Unique rates	E. Children develop in the same sequence but at different speeds

Task 3: Define it clearly: Write your own definitions for the following terms. Then give me a list of activities that help promote each motor skill. First one has been provided for you.

	<u>Fine Motor Skill</u>	<u>Gross Motor Skill</u>
<u>Define:</u>		
<u>Activity:</u>	Feeding the fish	Dancing
<u>Activity:</u>		
<u>Activity:</u>		
<u>Activity:</u>		
<u>Activity:</u>		

Task 4: Match the correct definitions:

Nurture Genes are the main influence on developmental potential

Nature The environment is the main influence on developmental potential

List factors that affect a child's development:

Nature	Nurture
Down syndrome	Poverty
	Diet and nutrition

Task 5: Define and explain: P _____ I _____ L _____
Emotional S _____.

Development area:	Question:	Answer
Physical	Describe how a toddler's physical development progresses between ages 1 and 3 years with respect to gross and fine motor skills.	
Intellectual/cognitive	Imagine you are observing a 5-year-old playing with a puzzle. Describe how this activity could help develop their reasoning, problem-solving and memory skills.	
Language	How might a child with English as an additional language (EAL) experience challenges in language development?	
Emotional	How can you build a child's self-esteem, self-image and confidence in a nursery setting?	
Social	How can an Early Years Practitioner promote and model appropriate behaviour?	

Task 6: Answer and explain: *How does living in poverty affect a child's overall development?*

Physical –

Intellectual/cognitive-

Language –

Emotional –

Social -

Unit 2 - Keeping Children Safe

By law, organisations such as educational facilities have a duty to keep children safe at all times.

Task 1:

Write your own definitions for the following terms. Try to explain them simply but accurately and then explain how these two terms are different from each other and give one example of each from a child's early life when in an educational setting.

- Hazard:

- Risk:

- Difference

Task 2:

You are working with nursery age children and your first task each morning is to check the safety of your classroom before the children arrive. List 3 things that you might look out for.

- 1.
- 2.
- 3.

Task 3:

The United Nations has published 'The Rights of a Child'. Have a look at these rights and select 2 and give a brief outline of them.

- 1.
- 2.

Task 4:

You are the Head teacher of a Nursery school and you have an outbreak of head lice and nits in your school. Search guidance on the NHS website for head lice and nits to control this outbreak and list simple advice that you would give to staff and parents.

Task 5:

The EYFS. Find out what this stands for and what it has to say about Health and Safety and Safeguarding children in particular.

Write 150 words on your findings on safeguarding.

Further reading/ watching/ listening if you wish to explore.

Documentaries/ TV/Films	• Babies" (Netflix) • BBC – The Secret Life of 4 and 5 Year Olds • Child of Our Time (BBC) • Brain Story – Susan Greenfield (YouTube) • Three Identical Strangers (2018) • Social Services: Children at Risk (BBC) • BBC Panorama – Baby P: The Untold Story • Instant Family (2018)
Podcasts	"The Early Years Podcast" Discussions on current best practice, policy, and curriculum. "How Not to Screw Up Your Kids" – Dr Maryhan Baker Parenting psychology and behaviour management – relevant for practical application. "BBC Radio 4 – Bringing Up Britain" Explores childhood in the UK from different cultural and policy perspectives. "Teach Early Years" podcast Covers practical and theoretical topics in early childhood education.
Websites	Pacey.org.uk – Professional Association for Childcare and Early Years NSPCC Learning – Safeguarding case studies, policy summaries BBC Bitesize Child Development – Revision and foundational learning EYFS.info – Forum and CPD resources for early years professionals