

Understanding the development of a child.

R020

LO1

UNDERSTAND THE PHYSICAL, INTELLECTUAL AND SOCIAL DEVELOPMENT NORMS FROM BIRTH TO
FIVE YEARS

Scenario for the Assignment

You have been given the opportunity to work at a crèche in your local area for children from birth to five years. The organiser knows that you are studying a child development course and has asked you to produce materials and plan different play activities to support the knowledge and understanding of the other volunteers.

Your materials must include:

- the physical, intellectual and social developmental norms
- types of play and their benefits.

Play activities instructions:

- plan different play activities for a chosen developmental area
- carry out and record the play activities with a child
- compare the child with expected development norms
- evaluate the play activities.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your Tasks

Task 1: Physical, intellectual and social development norms from birth to five years

Your materials will help the volunteers to have a thorough understanding of the developmental stages of children attending the crèche. You may present this in any suitable format (e.g. presentation, leaflet).

This task covers all of Learning Outcome 1.

You must present materials, in your own words, for the volunteers on the developmental norms from birth to five years, to cover:

- physical development
- intellectual development
- social development.

Total marks for Task 1: 9 marks

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Centile chart	Used to plot the growth measurements (height and weight) of babies and children. This compares their growth to the standard norms to track their physical growth.
Co-operative play	Play which takes account of others actions within their play together.
Creative play	Where children experiment with materials, music, imagination.
Development	It is the process of learning new skills.
Developmental norms	Recognised stages in patterns of development.
Hazard	This is something that could cause harm. For example toys with sharp edges, or with small parts that could be swallowed.
Holistic development	Means the whole child, seeing that all of the different aspects of development interrelate to make each child a unique individual.
Intellectual development	Development of the mind, such as: learning to talk, understanding, memory, concentration, reasoning, problem solving, imagination, reading books, asking questions, telling stories, listening, and following instructions.
Independence	Developing the skills and abilities to be less dependent on others.
Manipulative play	This involves children using their hands, for example to move, turn or screw things to make them fit.
Milestones	Skills that babies and children have mastered which are linked to age. The idea being that the child has reached a certain point in their development.
Motor skills	Refers to movement skills and abilities, there are two types of motor skills: Gross motor skills – use and development of the large muscle groups. Large movements involving the limbs. Fine motor skills – the small muscles used in precise movements involving hand-eye co-ordination. Sometimes referred to as manipulative skills. Small movements involving the hands.
Observation	The process of watching accurately what is happening, e.g. watching how a child plays.
Physical development	The way in which the body increases in skill and complexity.
Physical play	Play that involves the muscles and moving around, such as football or a climbing frame.
Physical growth	This refers to an increase in the body's size.
Reflexes	Inborn, automatic movements. Babies are born with primitive reflexes, (grasping, sucking, rooting, etc.) which protect them over the first few months of life and which then gradually disappear.
Role play	Where a child pretends to do or be something. For example driving a car or being a nurse.
Safety strategies	Ways of reducing the risk or likelihood of danger, for example using round ended safety scissors.
Self-esteem	The way a child feels about themselves.
Social development	Refers to the growth of a child's relationships with others.
Solitary play	Where the child plays alone, exploring and experimenting with objects.

Flash cards:

Can ride a tricycle	Interested in making friends
----------------------------	-------------------------------------

Physical – gross motor Age: 4 years

Social Age: 3-5 years

Enjoys conversations with adults	Can kick a ball
---	------------------------

Social Age: 2-3 years

Physical Age: 2 years

Can re-tell familiar stories	Can copy a square or triangle
-------------------------------------	--------------------------------------

Intellectual Age: 3-5 years

Physical Age: 5 years

Can follow a simple instruction

Intellectual Age: 1-2 years

Explores using their senses

Intellectual Age: at birth

Will smile in response to an adult

Social Age: birth to 8 weeks

Eager to be independent
Eg “me do it!”


Social Age: 18 months

Can sit without support

Physical Age: 6-9 months

CHILD DEVELOPMENT

Learner Activity



You **MUST NOT** copy the samples contained in this resource. OCR moderators have been advised to report any copying, in whole or in part. Misuse of these samples will lead to a malpractice investigation being conducted and would put all your submitted work at risk of investigation.

Activity 2

Take part in a class discussion, led by your teacher, to come up with definitions of what is meant by 'physical', intellectual' and 'social' development.

Write down definitions for the following, in your own words:

Physical development

Intellectual development

Social development

CHILD DEVELOPMENT

Learner Activity

Activity 3

Using textbooks and / or websites carry out research to find examples for each area of development.

Possible sources of information:

Child development textbooks, such as:

Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development. Hodder Education

Minett, P. 2010. Child Care and Development 6th Edition. Hodder Education

Websites such as:

<http://www.nhs.uk/Tools/Pages/birthtofive.aspx>

<http://embarrassingbodieskids.channel4.com/kids-development-milestones/#mstime-16>

Complete the tables below with five examples for each area of development.

Examples of <u>physical</u> development	Age of child

CHILD DEVELOPMENT

Learner Activity

Examples of <u>intellectual</u> development	Age of child

CHILD DEVELOPMENT

Learner Activity

Examples of <u>social</u> development	Age of child

- **Physical development**

The development of the body. The way in which the body increases in size and physical skills that increase in complexity. (For example crawling, walking, running).

- **Intellectual development**

Development of the mind, including thinking skills. (such as: learning to talk, understanding, memory, concentration, reasoning, problem solving, imagination, reading books, asking questions, telling stories, listening, and following instructions).

- **Social development**

Refers to the growth of a child's relationships with others. Learning the skills and attitudes that enable the child to live easily and comfortably with other members of their community.

Physical development

L1: Understand the physical norms from birth to five years

<p><u>Connection phase</u> Identify each of the following as either physical, social or intellectual development:</p> <ol style="list-style-type: none"> 1. Can ride a tricycle 2. Interested in making friends 3. Explores using their senses 4. Enjoys conversations with adults 5. Can kick a ball 	<p><u>Activation phase</u></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=lnPRQNBj5c (milestones) • <u>Produce a spider diagram to show the different milestones</u> • <u>Keywords:</u> Reflexes/ Gross motor skills/ Fine motor skills/ hand-eye co-ordination • Read pages 136-139 												
<p><u>Consolidation phase</u> Choose at least five approximate age groups from the list and produce materials and plan different play activities to support the physical development of a child.</p>	<p><u>Demonstration phase</u> Choose at least five approximate age groups from the list and determine aspects of physical development both gross motor skills and fine motor skills.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Birth – 3 weeks</td> <td style="width: 50%;">15 months</td> </tr> <tr> <td>1 month</td> <td>18 months</td> </tr> <tr> <td>3 months</td> <td>2 years</td> </tr> <tr> <td>6 months</td> <td>3 years</td> </tr> <tr> <td>9 months</td> <td>4 years</td> </tr> <tr> <td>12 months</td> <td>5 years</td> </tr> </table>	Birth – 3 weeks	15 months	1 month	18 months	3 months	2 years	6 months	3 years	9 months	4 years	12 months	5 years
Birth – 3 weeks	15 months												
1 month	18 months												
3 months	2 years												
6 months	3 years												
9 months	4 years												
12 months	5 years												

Learning outcome 1

Understand the physical, intellectual and social developmental norms from birth to five years

About this Learning outcome

Developmental norms tell us approximately when a child is likely to achieve certain developmental milestones, for example, learning to crawl, learning to read and learning to communicate. Understanding developmental norms is very

important, because it enables you to provide appropriate activities and support for children throughout their early years. In this learning outcome, you will learn about development norms from birth to five years – **physical development, intellectual development and social development.**

Assessment criteria

In this learning outcome you will cover:

1.1 The developmental norms from birth to five years:

- physical development
- intellectual development
- social development.

Getting started

How many important developmental milestones did you go through as a child? Make a list of the developmental milestones from birth to five that you went through. For example, you may start with a baby learning to roll over.

Now take three different pens. Underline all the **physical development** milestones in one colour, all the **intellectual development** milestones in another colour and all the **social development** milestones in a third colour.



Key terms

Physical development the development of **gross motor skills** (large movements) and **fine motor skills** (small, delicate movements).

Intellectual development the development of the way the child's brain processes information received from the surroundings and other people.

Social development the development of the ways in which children experience and learn to handle their own emotions and relationships with others.

1.1 The developmental norms from birth to five years

Once you understand the developmental norms, you will have insight into the learning and skills that a child is currently acquiring. You will also be aware of what they are likely to learn next. This will inform your activity planning, and help you to provide activities that are appropriate for that child.

It also enables you to monitor a child's development and to notice if it is not in line with the expected developmental norms. This is important, because a child may need outside support with an aspect of their development, and if so, it is beneficial for them to receive this support as soon as possible. You will learn more about this in Learning outcomes 3 and 4. However, it is crucial to understand that children develop at different rates, and that the norms are just an approximate guide. Children will not all reach the same milestone at exactly the same time. It is to be expected that some children will reach the milestones a bit later than the norms specified in some developmental areas. Yet the same child may well be ahead in others. For instance, a child may learn to walk and run early, but start to read comparatively late.

In this Learning outcome, you will learn about the developmental norms for children's:

- physical development
- intellectual development
- social development.

Sequence of development

Children tend to develop in broadly the same sequence (or order). So even though the time at which they meet developmental norms might fluctuate or vary, they still tend to learn to sit up before they learn to crawl, and to crawl before they learn to stand. However, there are still some exceptions. For example, a child with a disability may be expected to develop differently in some areas.



Figure 10.1: Children develop in broadly the same sequence.

Physical development

Physical development is the term we use to refer to how children gain physical control of the movements made with their bodies. These movements fall into three categories:

- reflexes
- gross motor skills
- fine motor skills.

Reflexes

When a baby is newly born, they make physical movements or reactions with their bodies without consciously meaning to do so. We call these **reflexes** (see page 138 for definition). You may have noticed a baby displaying some of these. See Unit R018 for more details.

Gross motor skills

The word 'gross' means large. **Gross motor skills** (see page 138 for definition) are the large movements made by the whole body, such as crawling, walking, jumping and balancing. Children develop many of these skills very quickly between birth and five years of age.

Did you know?

Learning to walk involves mastering a series of gross motor skills. Usually a child will learn to crawl, then to pull themselves up to a standing position. They will go on to learn to walk with both hands held by an adult, then with one hand held. Finally, they will learn to walk alone.



Figure 10.2: Balancing is a gross motor skill.

Fine motor skills

Fine motor skills are the small, delicate manipulative movements made by the fingers. There are links between the development of fine motor skills and the development of vision. We call this **hand-eye co-ordination** (see page 138 for definitions). A good example of this can be seen when children are threading cotton reels onto a piece of string – they need to look to see where the hole is, then position the string in the right place in order to manipulate it through the hole.



Did you know?

You use hand-eye co-ordination in the same way yourself whenever you thread a needle – and you know how tricky that can be sometimes.



Figure 10.3: Threading beads requires hand-eye co-ordination.

Hand-eye co-ordination is also needed to achieve simpler fine motor tasks, for example seeing where an object is and picking it up.

Learning to manipulate involves mastering a series of fine motor skills. First of all, a baby will generally hold and explore objects given to them using their whole hand. They will progress to picking things up themselves using a whole hand grasp called a 'palmar grasp'. Soon, they will develop a more delicate palmar grasp involving the thumb. Next, they will begin to pick items up between their fingers and thumb, known as an 'inferior pincer grasp'. They will then begin to explore objects with just the index finger, poking at things that interest them. This will progress into a 'delicate pincer grasp' when they can pick objects up using just the thumb and their index finger.



Key terms

Reflexes the physical movements or reactions newborn babies make with their bodies without consciously meaning to do so.

Gross motor skills the large movements children make with their whole bodies.

Fine motor skills the small, delicate manipulative movements children make with their fingers.

Hand-eye co-ordination using the vision system to control, guide and direct the hands to carry out a manipulative task.

Table 10.1 shows the expected physical developmental norms from birth to five years of age. Study it carefully.

Approximate age of child	Aspect of physical development	
	Gross motor skills	Fine motor skills
Birth – 3 weeks	Reflexes (see pages 36–37) Lies with head to one side when in supine position (lying with torso face up). Lies with head to one side and tucks knees up under the abdomen when in prone position (lying with torso face down).	Holds hands tightly closed.
1 month	Still shows reflexes, but startle reflex is shown less frequently. Posture is more 'unfurled'. When sitting, the head falls forward (head lag) and the back curves. Gazes attentively at faces, especially when talked to, fed, or when care needs are attended to (e.g. nappy changes).	Hands generally kept in a fist or slightly open.
3 months	Turns from side to back. In supine position, the head is central. In prone position, supported by the forearms, the head and chest can be lifted off the floor. When sitting, head lag is slight and the back is straighter. Can wave arms. Legs can be kicked separately and together. Alert and moves head to watch people.	Can bring arms together. Can hold rattle briefly before dropping. Engages in finger and hand play.
6 months	Turns from front to back and may do the reverse. In supine position, head can be lifted and controlled when pulled into sitting position by adult. In prone position, supported by arms with the hands flat on the floor, the head and chest can be fully extended. Sits unsupported and plays for some time in this position. May take feet to mouth. Can bear own weight in standing position when held up by an adult.	Uses hands to play with feet. Uses palmar grasp to pick up objects. Takes objects to mouth for exploration. Passes objects from hand to hand.

Table 10.1: Physical development chart. Can you think of activities or resources that would be good for promoting development at each of these stages? (Continued)



Approximate age of child	Aspect of physical development	
	Gross motor skills	Fine motor skills
9 months	Sits unsupported on the floor. Gets onto hands and knees, may crawl or find another way to scoot around. Pulls self to standing position using furniture for support. Cruises (side-steps) around the room using furniture for support. Takes steps when both hands are held by an adult. Explores objects with the eyes, looking meaningfully.	Picks up objects with inferior pincer grasp (see page 137 for definition). Points to and pokes at objects of interest with index finger.
12 months	Sits down from standing position. Stands alone briefly and may walk a few steps alone. Throws toys intentionally.	Clasps hands together. Uses sophisticated pincer grasp and releases hold intentionally. Feeds self with a spoon and finger foods.
15 months	Walks independently. Crawls upstairs. Crawls downstairs feet first. Sits in a child sized chair independently.	Tries to turn the pages of a book. Makes a tower of two blocks. Makes marks with crayons. Holds own cup to drink.
18 months	Walks confidently and attempts to run. Walks up and down stairs with hand-held by adult. Bends from the waist without falling forwards. Balances in the squat position. Pushes and pulls wheeled toys. Propels ride-on toys with legs. Rolls and throws balls, attempts to kick them.	Uses delicate pincer grasp to thread cotton reels. Makes a tower of three blocks. Makes big scribbles with crayons. Can use door handles.
2 years	Runs confidently. Climbs low apparatus. Walks up and down stairs alone, holding a handrail. Rides large wheeled toys (without pedals). Kicks stationary balls.	Makes a tower of six blocks. Joins and separates interlocking toys. Draws circles, lines and dots with a pencil. Puts on shoes.
3 years	Walks and runs on tip-toes. Walks up and down stairs confidently. Rides large wheeled toys using pedals and steering. Kicks moving balls forward. Enjoys climbing and sliding on small apparatus.	Makes a tower of nine blocks. Turns the pages of a book reliably. Draws a face with a pencil, using the preferred hand. Attempts to write letters. Puts on and removes coat. Fastens large, easy zippers.
4 years	Changes direction while running. Walks in a straight line successfully. Confidently climbs and slides on apparatus. Hops safely. Can bounce and catch balls, and take aim.	Makes a tower of ten blocks. Learning to fasten buttons and zips. Learning to use children's scissors and cuts out basic shapes. Draws people with heads, bodies and limbs. Writes names and letters in play – begins to develop awareness that print carries meaning.
5 years	Co-ordination increases. Controls a ball well. Plays ball games with rules. Rides a bike with stabilisers. Balance is good, uses low stilts confidently. Sense of rhythm has developed. Enjoys dance and movement activities.	Controls mark making materials well (e.g. pencils, felt-tip pens). Writing is more legible. Writes letters and short familiar words. Learns to sew with children's sewing materials.

Table 10.1: Physical development chart. Can you think of activities or resources that would be good for promoting development at each of these stages?

Cambridge National Level 1/2 Child Development

Approximate age of child	Aspect of intellectual development
2 years	<p>Completes simple jigsaw puzzles (or 'play-trays').</p> <p>Understands that actions have consequences.</p> <p>Builds towers of bricks.</p> <p>Will often name objects on sight (e.g. may point and say 'dog' or 'chair').</p> <p>Vocabulary increases.</p> <p>Joins two words together (e.g. 'shoes on' or 'all gone').</p> <p>Short sentences used by 30 months, with some words used incorrectly (e.g. 'I goed in' rather than 'I went in').</p>
3 years	<p>Child is enquiring. Frequently asks 'what' and 'why' questions.</p> <p>Uses language for thinking and reporting.</p> <p>Can name colours.</p> <p>Enjoys stories and rhyme:</p> <p>Vocabulary increasing quickly.</p> <p>Use of plurals, pronouns, adjectives, possessives and tenses.</p> <p>Longer sentences used.</p> <p>By 43 months, most language is used correctly.</p> <p>Can match and sort into simple sets (e.g. by colour).</p> <p>Counts to ten by rote. Can count out three or four objects.</p> <p>Beginning to recognise own written name.</p> <p>Creativity is used in imaginary and creative play.</p>
4 years	<p>Completes puzzles of 12 pieces.</p> <p>Memory develops, recalls many songs and stories.</p> <p>Attention span increases.</p> <p>Fantasy and reality may be confused.</p> <p>Imagination and creativity increases.</p> <p>Problem solves ('I wonder what will happen if ...') and makes hypothesis ('I think this will happen if ...').</p> <p>Sorts objects into more complex sets.</p> <p>Number correspondence (counting out) improves.</p> <p>Begins to do simple number operations.</p> <p>Uses language more fluently.</p> <p>As understanding of language increases, so does enjoyment of rhymes, stories and nonsense.</p> <p>Speech is clear and understood by those who do not know the child.</p> <p>Begins to recognise more written words, fuelling interest in books and electronic devices.</p> <p>Writes own name and copies other words and letters.</p>
5 years	<p>Options and knowledge of subjects are shared using language for thinking.</p> <p>Vocabulary is also still growing fast.</p> <p>Enjoyment of books and electronic devices increases further as he or she learns to read.</p> <p>Spends longer periods engaged in activities and shows perseverance.</p> <p>Learns from new experiences at school.</p> <p>Learning style preferences may become apparent.</p>

Table 10.2: Intellectual development from birth to five years. Can you think of activities or resources that would be good for promoting development at each of these stages? (Continued)

Intellectual (cognitive) development

L1: Understand the intellectual norms from birth to five years

<p><u>Connection phase</u></p> <p><u>Recall the keywords and their definitions in your own words</u></p> <p>Reflexes Gross motor skills Fine motor skills Hand-eye co-ordination</p>	<p><u>Activation phase</u></p> <p>https://www.youtube.com/watch?v=lnPRQNQBj5c</p> <p><u>Keywords:</u> Literacy Numeracy</p> <p>Read pages 140-144</p>
<p><u>Consolidation phase</u></p> <p>Attempt the activity on page 142</p>	<p><u>Demonstration phase</u></p> <p>Define the keywords and answer the following questions</p> <ol style="list-style-type: none">1. Why is language part of intellectual development?2. What is literacy and what skills are involved?3. How can you support young children future? (Good practice)4. Communication covers many aspects – Can you list those and describe them in your own words?5. Name at least five aspects involved in numeracy6. Choose the same approximate age choices as previous and detail the aspects of intellectual development

Intellectual development

Intellectual development is the term we use to describe the way the brain processes the information children constantly receive from their surroundings and other people. It is a big area of a child's development. The chart below shows aspects included within the area of intellectual development:

Language

Language is part of intellectual development – in order to communicate, children need to listen and understand the communications from other people. They also need to understand what they want to communicate themselves. Communication, therefore, relies heavily on thinking skills.

See section on communication (on page 141) for more information on body language, listening, and talking.

? Did you know?

Once communication is acquired, it actually helps children's thinking processes. You may sometimes find yourself 'thinking aloud', or in other words, talking out loud to yourself. People often do this unintentionally when they are problem solving or thinking creatively.

Reading and writing

Together, the skills of reading and writing are known as **literacy** (see page 141 for definition). Children start to develop their literacy skills in the early years; many will go on to master the basics of reading and writing by age seven, and will be fluent in both by age 11. However, there are wide variations. Some children experience difficulty learning to read and write, and they may continue to struggle with this throughout their education and beyond.



Figure 10.4: You can foster a love of books.

? Did you know?

Children with strong language skills tend to become more confident readers and writers. So it is important that we give young children lots of varied language opportunities.

✓ Good practice

You can support young children's future literacy by fostering a love of books and stories, which increases their motivation to read. This motivation can also be fuelled with access to appropriate electronic devices. For example, you can share text messages and emails from loved ones with children, who are usually very keen to find out what has been said. You can also interest children in appropriate online activities and games that require an element of reading – quizzes are a good example of this. You should also provide lots of mark making activities such as painting and drawing, as these help to develop the skills needed to write.

Communication

Communication covers the way in which children master speech and other methods of communicating with others, including:

- **body language** – this is when physical behaviour expresses feelings. It includes body posture and movement, touch, facial expressions, eye movement and the use of space (if a child chooses to stand away from someone for instance)
- **listening** – listening is just as important as talking. Without listening, conversations are often ineffective. The ability to listen is connected to a child's attention span
- **verbal** – talking and other sounds – young children learn vocabulary at a very rapid rate, which enables them to talk with increasing sophistication. Other sounds such as crying, laughing, shrieking and groaning also communicate how a child is feeling
- **gesture** – it is common for children and adults to gesture without being aware that they are

doing so, as it is an ingrained part of behaviour. Children also gesture intentionally when they do not have the words to communicate what they want – they may point to their favourite toy for instance, if it is out of reach

- **sign language** – children who are deaf or have a hearing impairment may learn to communicate in sign language. Children with learning difficulties that impact on their communication skills may learn a simplified sign language called Makaton
- **reading and writing** – reading and writing are extremely important communication skills. Children who struggle to read and write can be at a disadvantage throughout education and beyond. Therefore, practitioners must provide plenty of opportunities to promote the learning and development of literacy skills.

Number skills

The development of number skills is closely related to the development of problem solving and reasoning skills. Together, these skills are often referred to as **numeracy**. There are many aspects to the development of numeracy, including:

- saying and using numbers
- counting
- recognising numbers
- using mathematical ideas to solve problems (e.g. sharing out toy cars fairly)
- recognising and drawing shapes
- recognising and making patterns
- using vocabulary relating to adding and subtracting (e.g. saying 'take one away,' or 'add one more')
- beginning to do simple calculations such as adding one or taking one away
- using language such as 'more', 'less', 'heavier' or 'lighter' when making comparisons.

Key terms

Literacy the ability to read and write (young children will be developing this ability).

Numeracy the ability to recognise, understand and work with numbers (young children will be developing this ability).



Figure 10.5: You can promote number skills through rhymes and games.

? Did you know?

Practitioners sometimes use teaching devices known as 'number lines' or 'magic number squares' to help children with number skills. These are lines or square grids that feature numbers in ascending order. Children can touch the numbers to help them to do simple number

operations such as adding and subtracting. Beyond the early years, children can eventually progress to mathematic puzzles, which involve working out a number sequence using specially designed magic number squares.

Activity

Using these weblinks, browse the range of number lines and magic number squares available:

- www.hope-education.co.uk/products/curricular/mathematics/number-lines-squares
- www.sparklebox.co.uk/maths/counting/100-squares.html#.V9fTtg1TF2t

- www.puzzles-to-print.com/number-puzzles/magic-square-worksheets.shtml.

Which of the magic number squares do you think are suitable for children under five years of age?

Which of the magic number squares do you think are suitable for children over the age of five?

Table 10.2 shows the expected intellectual developmental norms from birth to five years of age. Study it carefully.

Approximate age of child	Aspect of intellectual development
Birth – 3 weeks	Recognises mother's voice. Cries to communicate hunger, tiredness and distress.
1 month	May be soothed when crying by a familiar voice or music. Uses senses for exploration. Communicates needs through sounds and crying. Communication occurs through physical closeness. Begins to coo and gurgle in response to interaction from carers.
3 months	Through use of senses, begins to understand that he or she is a separate person. Begins to notice objects in his or her immediate environment. Recognises and links familiar sights and sounds, such as the face of their carer with the voice of their carer. Will hold 'conversations' when talked to by making sounds and waiting for a response Can imitate or copy high and low sounds. Returns a smile when smiled at – may smile often.
6 months	Interested in bright, shiny objects. Very alert – watches events keenly. Takes objects to mouth for exploration. Sounds are used intentionally to call for attention. Babbling is frequent. Plays tunefully with the sounds he or she can make. Rhythm and volume are explored vocally. Enjoys rhymes and accompanying actions.
9 months	Likes to explore immediate environment (as long as primary carer is within close proximity). Begins to look for fallen objects. Initiates a wider range of sounds and recognises a few familiar words, including 'no' Knows own name. Greatly enjoys playing with carers and 'holding conversations'. Makes longer strings of babbling sounds. Intentionally uses volume vocally.
12 months	Looks for objects that fall out of sight, understanding that they still exist but cannot be seen. Memory develops. Remembering a past event enables anticipation of future events (e.g. may show excitement when placed in highchair for lunch). Begins to anticipate what comes next in the daily routine (e.g. a bath before bed). Increasingly understands basic messages communicated by family members. Can respond to basic instructions. Babbling sounds increasingly sound like speech, leading to first single words being spoken. Shows understanding that particular words are associated with people and objects by using a few single words in context.
15 months	Will put away/look for familiar objects in the right place. Uses toys for their purpose (e.g. puts a doll in pram). Shows a keener interest in the activities of peers. Understands the concepts of labels such as 'you', 'me', 'mine' and 'yours'. Use of single words increases and more words are learned.
18 months	Uses trial and error in exploration. Understands a great deal of what carers say. More words continue to be spoken and learned. Begins to use other people's names.

Table 10.2: Intellectual development from birth to five years. Can you think of activities or resources that would be good for promoting development at each of these stages? ⇒

Social development

LI: Understand the social norms from birth to five years

<p><u>Connection phase</u></p> <p><u>What is literacy and numeracy?</u></p> <p><u>Give examples</u></p>	<p><u>Activation phase</u></p> <p><u>Keywords:</u> Self-esteem Self-confidence</p> <p>Read pages 146-149</p>
<p><u>Consolidation phase</u></p> <p>Attempt the case study on page 146 and answer the questions</p> <p>Attempt the 'test your knowledge' section on page 149</p>	<p><u>Demonstration phase</u></p> <p>Define the keywords</p> <ol style="list-style-type: none">1. What does social development involve?2. Describe each one in detail, in your own words3. Explain good practice for social development4. Choose the same approximate age choices as previous an detail the aspects of social development <p>Extension: attempt the 'stretch activity' on page 149</p>

Social development

Social development considers the ways in which children experience and learn to handle their own emotions. The relationships children have with others and the way they relate to them also comes under this area of development. This includes the attachments (or bonds) that children make

with the key people in their lives, including their parents, carers and other close family members.

Communicating

Communication is closely linked with the intellectual development of language and communication that you read about on pages 140–141.

Communicating is at the heart of the relationships you have with the people who are most significant in your life. It is also central to your daily interactions with all the other people that you encounter. In many ways, your ability to communicate affects the quality of your relationships and interactions. The same is true for young children, who crave closeness and affection from those who care for them.

Therefore, it is important to always allow a child the time they need to say something – it can take a while for them to form their thoughts and speak at the same time. Try to work out what a younger child may be trying to say to you through body language or sounds – you can help them to feel heard by vocalising this. For instance, if at meal time a child points at their cup and whines, you might say, 'Would you like your drink? Here you go ...'.

Acceptable behaviour

The way in which children handle their emotions gives rise to their behaviour. For example, when a child experiences frustration at not being able to do something, they might cry, throw something or show aggression. Children gain increasing control of their emotions as they develop, and this impacts on the behaviour they are likely to display.

Toddlers are a good example, as when a child is unable to indicate that they need help or want something specific, they may become frustrated and exhibit unacceptable behaviour. But as their language and communication skills develop, they will learn to handle their frustration by asking for help, and this will enable them to behave in a socially acceptable way.

Manners also develop alongside language, as a large part of politeness for young children is connected with using terms such as 'please', 'thank you' and 'sorry'. This is fuelled by the desire to behave in socially acceptable ways, and to receive approval from others.



Good practice

You always need to be aware of the fact that children will look up to you, and you have a duty to be a positive role model whenever you are with them. This means behaving in socially acceptable ways yourself, and demonstrating good manners. You must not lose your temper and raise your voice. If you do, young children can be expected to display similar behaviour towards you or others sooner or later. (You would also be likely to frighten a child, which is also unacceptable behaviour.) Never use language that would be inappropriate for a child to repeat.

Sharing

Sharing can be difficult for young children. For instance, it can be very hard for them not to be able to play with a toy they want right away because another child has it. They may well experience frustration and jealousy in this situation, which can give rise to inappropriate behaviour.

This is because it involves something called 'delayed gratification' – or in other words, having to wait for something that will bring them pleasure or satisfaction. The same applies when children must wait their turn in a game. The opposite side of the coin can be just as tricky – a child may be quite happily engaged in play when an adult takes an item away from them to give to another child because it is 'their turn'. This can also cause frustration and jealousy.



Did you know?

Children who do not have siblings at home can find sharing a particularly hard thing to get used to when they first start attending a group setting such as nursery. Staff typically find that they mediate between various children who are having difficulty sharing several times each day.

Case study

Anna works in an early years setting. She sees two children – Max and Ava – tussling over a water wheel at the water tray. She approaches and asks if they have a problem. Ava says, 'I want it!' and tries to pull the toy away from Max. He says, 'I need it!'. Anna asks if either of them has already had a turn with it. Ava says she has, but then Chelsea played with it. Now it is her turn to have it back...

Anna says, 'Max has not had a turn yet, so we will let him play with it first. And after five minutes, you can have another go, Ava. Does

that sound fair?'. Both children nod and Ava lets go of the water wheel. As Max starts to play with it, Anna says, 'Ah, so you have got the bucket, Ava. How many yoghurt pots of water does it take to fill it up?'

Questions

- 1 Do you think Anna handled the situation well? Why is this?
- 2 Why do you think Anna asked Ava the question about the yoghurt pots and the bucket?

Key terms

Self-esteem this is when a child has a sense of self-worth or personal value.

Self-confidence this is when a child has a feeling of belief and trust in their own ability.

Independence/self-esteem

Children gradually become more able to do things independently as they develop. Each time this happens, children are likely to feel proud and clever – especially when we praise them. This has a positive impact on their **self-esteem**, which in turn gives them **self-confidence**.

For young children, everyday routines that promote independence are valuable, particularly when it comes to gradually learning how to care for their own bodies. For instance, a child can be encouraged to help the adult as the child is washed, dressed and so on. You might also praise a child for their attempts at self-care, for example brushing their own hair. You can also encourage children to take care of their environment, by asking them to help with the tidying up.

Activity

Think back to the first time in your own life that you were able to do something significant independently. Most of us cannot remember much about our early years, so this can be an example from your more recent life – perhaps you can remember the first time you were allowed into town with just your friends, or the first time you used public transport alone.

Write a paragraph about how you felt. Include details about the impact the event had on your self-esteem and self-confidence.

Good practice

Children need to be provided with opportunities to experience increasing independence in line with their needs, abilities and stage of development, in order to keep them safe.



Figure 10.6: Children with good levels of self-esteem are more likely to feel happy.

Approximate age of child	Aspect of social development
Birth – 3 weeks	Begins to bond with primary carers from birth. Needs close physical contact with primary carers for security and when care needs are met. Totally dependent on others.
1 month	Smiles from about five weeks. Begins to respond to sounds heard in the environment by making own sounds. Engaged by people's faces.
3 months	Begins to discover what he or she can do, and this creates a sense of self. May cry if primary carer leaves the room, not yet understanding that the person still exists and will return. Shows feelings such as excitement and fear. Reacts positively when a carer is kind, caring and soothing. If a carer does not respond to a baby, the baby may stop trying to interact.
6 months	Shows a wider range of feelings more clearly and vocally. May laugh and screech with delight, but cry with fear at the sight of a stranger. Clearly tells people apart, showing preference for primary carers/siblings. Reaches out to be held and may stop crying when talked to. Enjoys looking at self in the mirror. Enjoys attention and being with others.
9 months	Enjoys playing with carers (e.g. peek-a-boo games and pat-a-cake). Offers objects but does not yet let go. Increasing mobility allows baby to approach people. Begins to feed self with support. Understands that carers who leave the room will return.



Cambridge National Level 1/2 Child Development

Approximate age of child	Aspect of social development
12 months	<p>The sense of self-identity increases, as self-esteem and self-confidence develop.</p> <p>Waves goodbye (when prompted at first, and then spontaneously).</p> <p>Content to play alone or alongside other children for increasing periods of time.</p>
15 months	<p>Curious – wants to explore the world more than ever, as long as carers are nearby.</p> <p>May show signs of separation anxiety (e.g. upset when left at nursery).</p> <p>May 'show off' to entertain carers.</p> <p>Can be jealous of attention/toys given to another child.</p> <p>Emotions can change suddenly – quickly alternates between wanting to do things alone and being happy to be dependent on carers.</p> <p>May respond with anger when told off or thwarted (e.g. may throw toys or have a tantrum).</p> <p>Can be distracted from inappropriate behaviour.</p> <p>Possessive of toys and carers – reluctant to share.</p> <p>Child 'is busy' or 'into everything'.</p>
18 months	<p>Has a better understanding of being an individual.</p> <p>Very curious and more confident to explore.</p> <p>Becomes frustrated easily if incapable of doing something.</p> <p>Follows carers, keen to join in with their activities.</p> <p>Plays alongside peers (not interacting with them) and may imitate them</p> <p>Still very changeable emotionally.</p> <p>May show sympathy for others (e.g. putting arm around a crying child).</p> <p>Can be restless and very determined, quickly growing irritated or angry.</p> <p>May assert will strongly, showing angry defiance to adults.</p> <p>Can still be distracted from inappropriate behaviour.</p>
2 years	<p>Begins to understand own feelings.</p> <p>Identifies happy and sad faces.</p> <p>Experiences a range of changeable feelings that are expressed in various behaviours.</p> <p>More responsive to the feelings of others.</p> <p>Often responds to carers lovingly and may initiate a loving gesture (e.g. a cuddle).</p> <p>Peals of laughter and sounds of excitement are common for some.</p> <p>May use growing language to protest verbally.</p> <p>May get angry with peers and lash out on occasion (e.g. pushing and even biting them).</p>
3 years	<p>Can tell adults how he or she is feeling.</p> <p>Empathises with the feelings of others.</p> <p>Uses the toilet independently and washes own hands.</p> <p>Can put on clothes.</p> <p>Imaginary and creative play is enjoyed.</p> <p>Enjoys the company of peers and making friends.</p> <p>Wants adult approval.</p> <p>Is affected by the mood of carers/peers.</p> <p>Less rebellious. Less likely to physically express anger because words can be used.</p>
4 years	<p>May be confident socially.</p> <p>Self-esteem is apparent.</p> <p>Aware of gender roles if exposed to them.</p> <p>Friendship with peers are increasingly valued.</p> <p>Enjoys playing with groups of children.</p> <p>Control over emotion increases.</p> <p>Can wait to have needs met by carers.</p> <p>As imagination increases, child may become fearful (e.g. of the dark or monsters).</p> <p>Learning to negotiate and get along with others through experimenting with behaviour.</p> <p>Some considerate, caring behaviour shown to others.</p> <p>Experiences being in/out of control, feeling power, having quarrels with peers.</p> <p>Distracting the child works less often, but they increasingly understand reasoning.</p> <p>Co-operative behaviour is shown.</p> <p>Responds well to praise for behaviour, encouragement and responsibility.</p>



Approximate age of child	Aspect of social development
5 years	<p>Starting school may be unsettling.</p> <p>Enjoys group play and co-operative activities.</p> <p>Increasingly understands rules of social conduct and rules of games, but may have difficulty accepting losing.</p> <p>Increasing sense of own personality and gender.</p> <p>Keen to 'fit in' with others – approval from adults and peers desired.</p> <p>Friends are important and many are made at school.</p> <p>Many children will have new experiences out of school (e.g. play clubs, friends coming for tea).</p> <p>Increasingly independent, undertaking most of their own physical care needs.</p> <p>May seek attention, 'showing off' in front of peers.</p> <p>Often responds to the 'time out' method of managing behaviour.</p>

Table 10.3: Social development chart. Can you think of activities or resources that would be good for promoting development at each of these stages?

Stretch activity

Understand the physical, intellectual and social development norms from birth to five years

- 1 Find yourself a partner to work with.
- 2 Imagine that you work at a toddler group, and you have been asked to give a presentation to parents on child development from birth to five years of age.
- 3 Choose one area of development to focus on – physical development, intellectual development or social development.
- 4 Prepare a presentation consisting of slides and notes. (The notes should consist of what you would say.)

Test your knowledge

- 1 What does the term 'gross motor skills' mean?
- 2 Language is an example of a type of intellectual development. Give two further examples of types of intellectual development.
- 3 At what age would you expect a baby to begin sitting up unsupported?
- 4 Name three different types of number skills.
- 5 How are independence and self-esteem connected? Explain your answer in detailed written prose.

Assessment preparation

The OCR model assignment will ask you to:

For Learning outcome 1, you will need to outline and explain the physical, intellectual and social developmental norms from birth to five years of age.

- 1 Outline the gross motor and fine motor skills that make up the area of physical development.
- 2 Explain these aspects of development that come within the area of intellectual development – language, reading and writing, communication, number skills.
- 3 Explain these aspects of development that come with the area of social development – communicating, acceptable behaviour, sharing, independence/self-esteem.

Assessment guidance

Learning outcome 1: Understand the physical, intellectual and social developmental norms from birth to five years

Marking criteria for L02

Explain or outline the physical, intellectual and social developmental norms from birth to five years.

Mark band 1	Mark band 2	Mark band 3
1.1 Outlines some of the physical, intellectual and social developmental norms from birth to five years.	1.1 Explains most of the physical, intellectual and social developmental norms from birth to five years.	1.1 Explains all of the physical, intellectual and social developmental norms from birth to five years.



Top tips

Command words:

- outline – set out the main characteristics
- explain – set out the purposes or reasons.

The evidence you need to produce:

- physical, intellectual and social developmental norms from birth to five years
- sequence of development norms.

Examples of evidence format:

- presentation slides with notes
- wall chart poster
- collage
- leaflets/booklet.

When creating this evidence, it may help to:

- think about your target audience
- think carefully about how to present the information concisely
- make use of images that match your explanations of the developmental norms.



Oxford Cambridge and RSA

Cambridge National in Child Development

OCR J818 Unit R020 Level 1/Level 2

Cambridge Nationals Certificate in Child Development

Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these Unit Recording Sheets should be completed for every candidate during internal assessment.

Unit Title	Understand the development of a child from birth to five years	Unit Code	R020	Session	Jan/June/Nov	Year	2	0						
Centre Name														
Candidate Name														
					Centre Number									
					Candidate Number									
					Teacher Comments		Mark	Page No.						
<p>Criteria</p> <p>LO1: Understand the physical, intellectual and social developmental norms from birth to five years</p> <table border="1"> <thead> <tr> <th>1.1 MB1: 1 - 3 marks</th> <th>MB2: 4 - 6 marks</th> <th>MB3: 7 - 9 marks</th> </tr> </thead> <tbody> <tr> <td>Outlines some of the physical, intellectual and social developmental norms from birth to five years.</td> <td>Explains most of the physical, intellectual and social developmental norms from birth to five years.</td> <td>Explains all of the physical, intellectual and social developmental norms from birth to five years.</td> </tr> </tbody> </table>									1.1 MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks	Outlines some of the physical, intellectual and social developmental norms from birth to five years.	Explains most of the physical, intellectual and social developmental norms from birth to five years.	Explains all of the physical, intellectual and social developmental norms from birth to five years.
1.1 MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks												
Outlines some of the physical, intellectual and social developmental norms from birth to five years.	Explains most of the physical, intellectual and social developmental norms from birth to five years.	Explains all of the physical, intellectual and social developmental norms from birth to five years.												

LINKS

Resource Links for Learning Outcome 1

OCR Child Development for GCSE

A textbook that comprehensively covers all of the unit R020 content.

Supports: LO1–LO5

Cost: £20.99

Format: Textbook

http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?s=books&ie=UTF8&qid=1440698388&sr=1-1&keywords=ocr+child+development+for+gcse

Child Development – An illustrated guide:

Birth to 19 years, 3rd Edition with DVD

Provides a well-illustrated overview of and guide to child development from birth. It also includes suggestions for promoting development through play.

The video clips on the DVD show a range of children's developmental stages from birth to 8 years.

Supports: LO1–LO5

Cost: £20.32

Format: Textbook with DVD

http://www.amazon.co.uk/dp/0435078801/ref=pd_lpo_sbs_dp_ss_1?pf_rd_p=569136327&pf_rd_s=lpo-top-stripe&pf_rd_t=201&pf_rd_i=0435899872&pf_rd_m=A3P5R0KL5A1OLE&pf_rd_r=05ET9F6Q2ED0ZYAHM0KX

Child Care and Development

A textbook that provides comprehensive coverage of the topics in Unit R020.

Supports: LO1–LO5

Cost: £21.99

Format: Textbook

http://www.amazon.co.uk/Child-Care-Development-Pamela-Minett/dp/1444117130/ref=sr_1_1?s=books&ie=UTF8&qid=1440698576&sr=1-1&keywords=P+Minett+Child+care+and+development

Kids Development Milestones

Useful interactive guide to developmental milestones birth to 6 years. Produced by Dr Dawn from the Channel 4 programme 'Embarrassing Bodies'.

Supports: LO1

Cost: Free

Format: Interactive guide

<http://embarrassingbodieskids.channel4.com/kids-development-milestones/#mstime-16>

The secret life of 4 and 5 year olds

Channel 4 documentary series following a group of 4 year old children, focussing on their learning and development.

Supports: LO1

Cost: Free

Format: TV programmes

<http://www.channel4.com/programmes/the-secret-life-of-4-5-and-6-year-olds/ondemand/55485-001>

Physical Development

A complete guide to physical development through the first year. In depth – 40+ sequences.

Supports: LO1

Cost: £69.00

Format: DVD

<http://www.sitenfilms.co.uk/product/physical-development/>

Birth to 5 development timeline

An NHS interactive guide to child development from birth to five years old, including videos and advice to help parents. The development norms information can be viewed as text version in addition to the interactive content.

Supports: LO1

Cost: Free

Format: Website

<http://www.nhs.uk/Tools/Pages/birthtofive.aspx>

Shutterstock

Image bank.

Supports: LO2

Cost: Various

Format: Website

<http://www.shutterstock.com/>

