



ASSIGNMENT 1

Understand Child Development

Unit Ref: R/506/9343

Please read through the underpinning knowledge in this unit and then attempt the assignment questions at the end. Do not copy from the text: All answers must be submitted in your own words.

Learning outcomes

By the end of this assignment you will:

- ❖ Understand a range of underpinning theories and philosophical approaches to how children learn and develop.
- ❖ Understand the expected patterns of children's development
- ❖ Understand how a child's learning and development can be impacted by the stage of development and individual circumstances
- ❖ Be able to identify the needs, interests, and stages of development of individual children
- ❖ Understand how to support and promote children's speech, language and development.

Assignment One: Understand Child Development

Theories and Philosophical Approaches in Relation to How Children Learn and Develop

Children and young people will develop in their own way and no two children are the same.

There are a range of theories of development. These include:

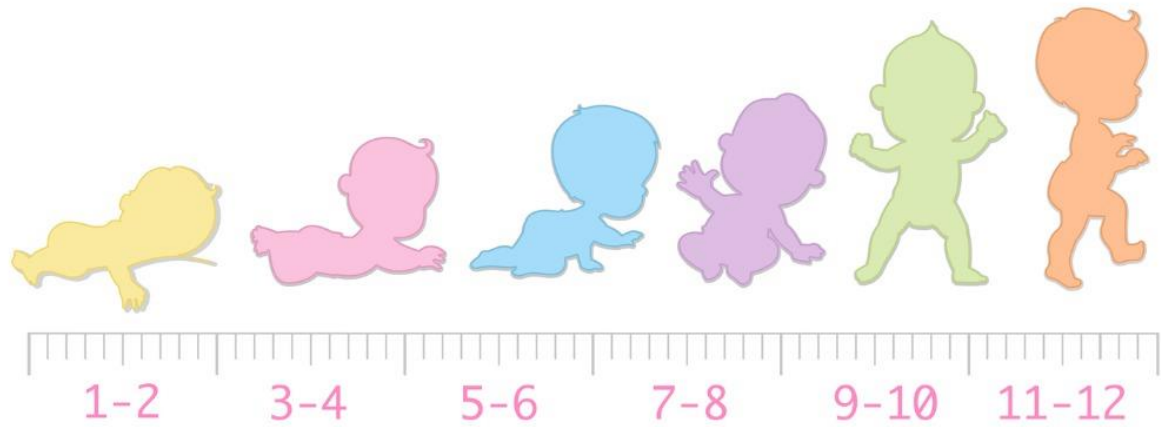
Cognitive/ Constructive: Piaget believed that children think and learn depending on the stage of development they are in. He believed learning is based on experiences, which they build up over each stage, as they become older.

Behaviourist: Watson believed that we are all born with the same abilities and anyone can be taught anything. He believed that repeating behaviour and watching others helps us learn and develop. The more we watch and undertake a certain behaviour, the better we become at it.

Humanist: Maslow believed that our development came from within and that knowledge of ourselves impacted on how well we develop.

Social Pedagogy: This involves a holistic approach to working with children and young people. Linked to experiential learning, the emphasis is on the professional working with the child in a way that creates and provides opportunities for learning through joint engagement, peer relationships, wellbeing and connection with others.

BABY GROWTH AND DEVELOPMENT IN FIRST YEAR



It is important to consider how the range of approaches and philosophies influence your own practice. You will recognise elements of the theories in the frameworks of the Early Years Foundation Stage and the National Curriculum, for example.

Expected Patterns of Children’s Development from Birth to Seven Years Old

Age	Physical development	Communication and Language Development	Intellectual and Cognitive Development	Social, Emotional, Behavioural and Moral Development	Literacy and Numeracy	Neurological and brain development
0-3	Between this age babies and young children will develop considerably. They will learn to walk and start to develop their fine motor skills.	During this stage, although young babies may not be able to understand people, it is vital they are communicated to in order to enhance their development. Most children start to speak around one year old. From 2-3	At this stage babies and children will start to notice the world around them. They should be able to identify colours and learn the names of objects and people.	At this stage babies and young children will form attachments with parents and carers. They will want to become independent and want to do things on their own.	First words are uttered usually around 12 months though babbling will occur before this. Younger children up to around 18 months may have one word for a range of situations.	During this stage babies will develop their senses and become aware of their surroundings. As they develop, young children will develop their ability to understand abstract concepts.

		<p>years their language development will increase rapidly.</p>			<p>By the age of 3 language will have developed to a catalogue of 300-400 words. Plurals and negatives begin to be used around age 3.</p> <p>Numerical skills start early on as common rhymes such as counting toes and fingers are introduced by the carers. By age 3, recognition of 'first and last' positions are generally</p>	
--	--	--	--	--	---	--

					present, as is the ability to share objects and therefore divide.	
3-7	During this stage children will be more coordinated and have good fine motor skills. They will be able to draw, colour and cut out using scissors in a more precise way.	Children in this stage will increase their knowledge and be intrigued by their environment. They will ask lots of questions and understand past and future tenses.	At this stage children will learn to read, understand numbers and write.	Children at this stage will become aware of their own identities and form social relationships with other children.	Younger children will be able to organize collections into shape and colour. They may be able to recite personal information. By the latter end of this stage children will be able to add, subtract, divide,	Children in this stage understand basic tense; what happened in the past and what is yet to happen. They will start to problem solve and their ability to reason develops; their memory becomes more

					recognise fractions and measure.	concrete and they can recall past experiences.
--	--	--	--	--	----------------------------------	--

The Early Years Educator Role in Supporting Development from Birth to Seven Years Old

An Early Years Educator will be responsible for supporting the development of speech, language, communication and cognition as well as physical, personal, social and emotional skills.

Creating an environment that nurtures age-appropriate opportunities and activities to develop these skills is a key part of the role. Planning relevant activities and opportunities and implementing them is of equal importance.

Other aspects of the Early Years Educator role include planning, monitoring, assessing, documenting and sharing relevant findings appropriately.

Professional development in the role includes keeping up to date with progressive theories, research findings, studies and policies.

Personal and External Factors Affecting Development of Speech, Language and Communication

A child's development will be influenced by a range of factors. They include:

Learning Difficulties: such as Fragile X, autism, Down's syndrome

Family environment: such as parental attachment and parenting style

Education standards: such as experiences of early years care

Poverty and Deprivation: such as living conditions, housing situation, diet and nutrition

Biological factors: such as chronic conditions such as epilepsy

Short term illnesses, bereavement, changes in home circumstances and transitions are further examples of factors that can affect development.

When analysing how children's learning and development could be affected by their stage of development, it is important that the Early Years Educator considers the factors above. It is quite possible to have a child who is behind in their expected development due to any of the factors outlined and the impact

on their learning should be addressed when setting targets and bringing in additional support.

Identifying the Needs and Interests, Stages of Development and Next Steps of Individual Children

The Assess / Plan / Do / Review approach is perhaps the most effective way of identifying and meeting needs and interests, stages of development and next steps.

All Early Years Settings must comply with the Equality Act 2010 and the Early Years Foundation Stage (EYFS). In addition to this, where appropriate, Early Years Educators should be mindful of the 0-25 Special Educational Needs and Disabilities Code of Practice (2015). Under these, all children should be monitored for progress and development.

The ongoing, formative, assessments used in EYFS will guide the Early Years Educator in building a picture of the children they are working with and, as such, needs and interests will naturally show through.

Once a starting point for a child has been established it is then possible to plan for next steps. This process will consider any need, such as an influencing factor on development, and the next steps can then be tailored to meet the child's own abilities and milestones.

Implementing the next steps will be a case of building in opportunities to learning that meets the child's needs. Reviewing progress through observation and monitoring then allows for further assessing, planning, implementation and review.

Defining Speech, Language and Communication

Speech: most often used to mean spoken language or sign language.

Language: this could be sign language, reading and writing, spoken word.

Communication: a term covering the information exchange between people, including body language, gestures, expression and tone.

Receptive language: the ability to understand what is being said.

Expressive language: the ability to use talk to communicate.

Indicators of Potential Speech, Language and Communication Needs

In babies and young children, key indicators may include:

- ❖ not smiling or playing with others; not babbling; making only a few sounds; not using gestures; not understanding what others say, saying only a few words or not able to put two words together; saying fewer than 50 words at two years old.

In two to three-year olds, key indicators may include:

- ❖ they have trouble playing and talking with other children and have problems with early reading and writing.
- ❖ Certain speech sounds such as letters k, t, d, g, f, n should be spoken by a two to three-year-old; if these sounds are presented differently, there may be need for assessment and intervention.

As children get older it is possible to observe further aspects of speech, language and communication and from two to seven-years old is it possible to observe difficulties such as:

- ❖ Receptive language issues: understanding what others are saying.
- ❖ Expressive language issues; difficulty expressing thoughts and ideas.
- ❖ Mixed receptive-expressive language issues; difficulty understanding and using spoken language
- ❖ Social communication and interaction, such as the presence (or lack of) non-verbal communication skills, ability to make friends and play age-appropriate games with others

The Impact of Speech, Language and Communication needs not being addressed

- ❖ Children with SLC difficulties are likely to go on to have reading difficulties
- ❖ Some may develop behavioural issues
- ❖ There is a higher chance of mental health difficulties in teenage and adult years
- ❖ The Bercow Review (2008) concluded that at the end of primary school, although nearly 80% of all children achieve the expected level in English, just 25% of children with long term communication difficulties reach that level – a gap of almost 55%.
- ❖ The Communication Trust published a report on the long-term outlook for children with SLC needs. In it, the national recommendations are outlined and the role of the Early Years Educator and supporting agencies are clearly relevant to addressing and meeting the needs of these children:
- ❖ https://www.thecommunicationtrust.org.uk/media/540327/tct_talki_about_generation_report_online.pdf

How to Raise Concerns and Access Specialist Support

Timely referrals for additional support are crucial. The Communication Trust has devised a series of factsheets to help childcare settings plan and implement referrals.

Knowing when and how to make referrals:

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/making-effective-referrals/>

Building a profile of the child in need:

http://www.thecommunicationtrust.org.uk/media/621404/considering_cyp.pdf

Knowing how to articulate the need you have observed:

http://www.thecommunicationtrust.org.uk/media/620971/building_a_profile.pdf

Different types of activities that can be used to support and promote children's speech, language and communication

Developing an environment conducive to engaging and progressing the development of speech, language and communication is an important part of the Early Years Educator role.

Observing the progression of children against age-appropriate milestones and planning for developing their skills will lead to a range of activities being implemented.

These activities could include, for babies and toddlers:

- ❖ Pop-up books
- ❖ Bubble play
- ❖ Reading and talking about books
- ❖ Finger and action rhymes
- ❖ Hide and seek games

For older children from two to three-years old:

- ❖ Outdoor activities involving talking about the environment around them
- ❖ Action rhymes and songs
- ❖ Exploration of new objects and toys
- ❖ Role play of familiar adult activities such as dressing up, household tasks, sorting and organising

For children in the three to five-year age group:

- ❖ Picture games such as bingo
- ❖ Reading books and questioning what has been read
- ❖ Cooking activities increases vocabulary specific to measuring and counting
- ❖ Memory games

For children in the five to seven-year age group:

- ❖ Simple story creations involving theme, character or plot and actions and events in a logical sequence
- ❖ Using technology appropriately to create storyboards
- ❖ Group memory games such as "I went shopping and I bought..."

- ❖ Arts and crafts activities can encourage the use of new vocabulary as well as draw out descriptive terms and problem solving

Further Reading:

The latest (September 2020) Development Matters non-statutory curriculum guidance for Early Years Foundation Stage:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundationstage_.pdf