



Qualification Specification

TQUK Level 5 Diploma in Leadership and Management for Children, Young People and Families in the Community (RQF)



Understand children and young person's development



Lesson Objective






1.1	Explain the sequence and rate of the different areas of development that would normally be expected in children and young people from birth – 19 years
1.2	Describe the difference between sequence of development and rate of development and why the distinction is important
1.3	Explain how play and leisure activities can be used to support all aspects of development of children and young people
1.4	Analyse theories of development and frameworks explaining and supporting development and how they influence current practice

1.11.1

Explain the sequence and rate of the different areas of development that would normally be expected in children and young people from birth – 19 years

Stages of Cognitive Development

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	Attention and Memory	Perception and Concepts	Reasoning and Academics
Birth to 5 months	<ul style="list-style-type: none"> Visually attends to a light source Shows anticipatory excitement Responds to sounds and voices Quiets when picked up Searches sound with eyes Looks at own hands Looks at speaker's eyes and mouth 	<ul style="list-style-type: none"> Responds to physical contact and stimulation Visually inspects environment Shows active interest in a person or object for less than a minute Reacts to disappearance of a slow moving object Looks at own hands Watches speaker's eyes 	
6-11 months	<ul style="list-style-type: none"> Looks at an object for at least 5 seconds Localizes sounds with eyes Quiets at the sound of parent's voice Finds a partially hidden object Plays with paper Engages in peek-a-boo Plays with a single toy for 2-3 minutes Looks at pictures when named for at least one minute 	<ul style="list-style-type: none"> Imitates facial expressions (e.g., sticking out tongue) Takes a part a ring stacker Unwraps a package or toy 	
12-17 months	<ul style="list-style-type: none"> Tracks a visual stimulus Attends to sounds for at least 15 seconds Slides toys on surfaces Responds to simple requests (e.g., give me, where's the dog?, etc.) Develops selective listening to familiar words Tracks a moving ball 	<ul style="list-style-type: none"> Shows awareness of new situations Feels and explores toys and objects Stacks rings Turns pages in book Matches a circle to puzzle Identifies self in mirror Recognizes and points to or names at least four animals Responds to differently to extreme temperatures and taste 	<ul style="list-style-type: none"> Shows understanding of color Pulls string to obtain toy 
18-23 months	<ul style="list-style-type: none"> Locates hidden sounds from above and behind Occupies self for five-ten minutes without demanding attention Engages in a game of pee-a-boo or back-and-forth game for one minute Uncovers a hidden toy 	<ul style="list-style-type: none"> Matches a square to a puzzle Recognizes familiar and unfamiliar adults Matches objects (e.g., matches fruit halves, puts animals in a group, etc.) Identifies at least one body part 	<ul style="list-style-type: none"> Solves simple problems using tools (e.g., pushing a chair to a table to retrieve something out of reach) Activates toys by pushing buttons Sorts objects (e.g., animals in a pile, foods in another pile, etc.) Makes detours to retrieve objects Understands most noun objects
24 months	<ul style="list-style-type: none"> Looks for a removed object or toy Points to pictures in a book or a picture Attends to an activity for at least 2 minutes 	<ul style="list-style-type: none"> Imitates gestures (e.g., fish lips, signing, clapping, etc.) Physically explores the environment Identifies at least six large body parts (e.g., head, arms, feet, etc.) 	<ul style="list-style-type: none"> Engages in cause-and-effect situations Reaches around barriers to obtain objects Retrieves objects using another material (e.g., pulling blanket) Identifies picture showing action word (e.g., running, drinking, etc.)
36 months	<ul style="list-style-type: none"> Attends to an activity for at least 3 minutes Finds an object hidden under one of two screens (e.g., cup, box, etc.) 	<ul style="list-style-type: none"> Matches 3D shapes to a picture Identifies familiar objects by their use (e.g., a child can respond to simple questions such as, "what do you wear? What do you drink from? What do you throw?") 	<ul style="list-style-type: none"> Looks at printed materials (e.g., books, magazines, etc.) Nests 5 cups or boxes inside one another Matches primary colors

Cognitive development

Three Years	Four Years	Five years
<p>Child can talk</p> <p>Child enjoys pretend play</p> <p>Child takes part in simple games</p> <p>Child is fascinated by cause and effect, will ask questions and becomes curious</p> <p>Can identify common colours</p>	<p>Can count up to 20</p> <p>Can understand ideas such as more, less, big, small</p> <p>Can recognise own name when written down</p> <p>Child enjoys music and singing time, will confidently join in</p>	<p>Communicate through body language</p> <p>Includes more detail in their drawing</p> <p>Recognise own name and will copy letters from name</p> <p>Enjoys listening to stories and guess what may come next</p>



Speech and Language Development: Birth to 12 months		
Approx Age	Listening & Hearing aka Receptive Language	Talking/Expressive Language
0-3 months	<ul style="list-style-type: none"> • Exhibits startle response to loud noises (moro reflex) • Can discriminate speech sounds from non speech sounds • Recognizes primary caregivers voice and will quiet when he/she hears it • Increases or decreases sucking behavior in response to sound 	<ul style="list-style-type: none"> • Produces different cries for different purposes (hunger, pain, dirty diaper) • Coos during comfortable states • Exhibits social smile in response to familiar faces
4-6 months	<ul style="list-style-type: none"> • Moves eyes towards sounds • Reacts to different tones of voice • Attends to music • Watches toys that make noise and play music 	<ul style="list-style-type: none"> • Produces babbling that is redundant in syllable structure (i.e. baba, dada) • Blows raspberries • Chuckles and Laughs • Squeals and partakes in "vocal play"
7-9 months	<ul style="list-style-type: none"> • Recognizes own name when spoken to • Turns head in response to sound • Recognizes and responds to common words and phrases (i.e. bye bye, hi, book, shoe, etc) • Enjoys social play like (i.e. peek-a-boo) 	<ul style="list-style-type: none"> • May produce more varied sounds such as b,p,m,n,d,w,y within babbling and vocal play • Vocalizes pleasure and displeasure • May begin to use gestures and vocalizations to communicate (reaching out, putting hands up to indicate "up", waving)
10-12 months	<ul style="list-style-type: none"> • Begins to respond to simple requests (stop, come here) • Searches for common objects or family members when named 	<ul style="list-style-type: none"> • Begins to use more adult like intonation and prosody, so babbling and vocal play may sound like a question or exclamation. • Common sounds used at this time are b, p, m, n, d, t, g, k, h, y, w. • The first real words may appear somewhere around the first birthday, even though the sounds may not be clear

Age range	Receptive language₁	Expressive language₂
1-2 years	<ul style="list-style-type: none"> - Follow simple commands (e.g. <i>kick the ball</i>) - Point to simple named pictures - Point to a few body parts - Respond to simple questions (e.g. <i>Where is Mummy?</i>) - Responds to yes/no questions using gestures, head shakes or facial expressions. 	<ul style="list-style-type: none"> - Uses up to 50 words - Combines two words into phrases (e.g. <i>sit down, my toy, eat biscuit, don't want</i>) - May use both jargons₃ and words in conversation
2-3 years	<ul style="list-style-type: none"> - Follows two-step commands (e.g. <i>take your water bottle and give it to Aunty</i>) - Identifies actions (<i>run, jump</i>) - Understands prepositions (<i>in, on, under</i>) - Understands simple contrasting concepts (<i>hot/cold, stop/go, nice/yucky</i>) 	<ul style="list-style-type: none"> - Has 200-500 intelligible words - Answers simple "<i>who, why, where, how many</i>" questions - Combines up to 3 words in phrases - Uses pronouns (<i>I, me, you, mine/my</i>)
3-4 years	<ul style="list-style-type: none"> - Follows three-step commands (e.g. <i>take your water, give it to Aunty then come here!</i>) - Identifies primary colours (<i>red, blue, yellow, green</i>) - Understands prepositions (<i>in front of, behind</i>) - Understands more contrasting concepts (<i>hard/soft, rough/smooth</i>) 	<ul style="list-style-type: none"> - Combines 4 to 5 words in sentences. - Uses more complex sentences - Asks questions (e.g. <i>how come, how to, why?</i>) - Use possessives (<i>his, her, my</i>) - Uses more pronouns (<i>he, she</i>) - Tells two events in the correct sequence (e.g. <i>brush teeth then sleep</i>)
4-5 years	<ul style="list-style-type: none"> - Listens to simple stories and is able answer simple questions about them - Understands even more contrasting concepts (<i>heavy/light, loud/quiet, same/different, long/short</i>) 	<ul style="list-style-type: none"> - Combines 5 to 8 words in a sentence - Answers simple "<i>when</i>" questions - Asks "<i>when</i>" questions - Accurately talks about experiences at school (e.g. <i>Today teacher scold Sammy because he so naughty. Then he cry very loud. But after that he stop crying already</i>) - Compares objects (<i>bigger/more big</i>)
5-6 years	<ul style="list-style-type: none"> - Understands contrasting concepts associated with 	<ul style="list-style-type: none"> - States similarities and differences of objects

Literacy and Numeracy

Developmental milestones related to early literacy

Age	The kind of books that babies like	Motor skills related to books	Cognitive (thinking) skills related to books	What parents can do to help develop literacy skills
0–6 months	<ul style="list-style-type: none"> • Board books with photos of babies • Brightly coloured books to touch and taste • Books with pictures of familiar objects • Small-sized books for small hands 	<ul style="list-style-type: none"> • Vocalizes 	<ul style="list-style-type: none"> • Looks at pictures • Prefers pictures of faces 	<ul style="list-style-type: none"> • Hold your baby comfortably; look face-to-face • Follow baby's cues for "more" and "stop" • Point and name pictures for baby
6–12 months	<ul style="list-style-type: none"> • Board books with photos of babies • Brightly coloured books to touch and taste • Books with pictures of familiar objects • Small-sized books for small hands 	<ul style="list-style-type: none"> • Reaches for books • Puts books to mouth • Sits in your lap • Turns pages with your help 	<ul style="list-style-type: none"> • Looks at pictures • Prefers pictures of faces • Vocalizes, pats pictures 	<ul style="list-style-type: none"> • Hold your baby comfortably; look face-to-face • Follow baby's cues for "more" and "stop" • Point and name pictures for baby
12–18 months	<ul style="list-style-type: none"> • Sturdy board books to handle and carry • Books with images of babies and children doing familiar things, like sleeping, eating and playing • Goodnight books for bedtime • Books about saying hello and goodbye • Books with only a few words on each page • Books with simple rhymes and predictable text 	<ul style="list-style-type: none"> • Sits without support • May carry book • Holds book with help • Turns board pages, several at a time 	<ul style="list-style-type: none"> • No longer puts the book in his mouth right away • Points at pictures with one finger • May make the same sound for a specific picture • Points when asked: "where's...?" • Turns book right side up • Gives book to adult to read 	<ul style="list-style-type: none"> • Respond when your child wants to read • Let your child control the book • Be comfortable with a toddler's short attention span • Ask "where's the...?" and let your child point
18–24 months	<ul style="list-style-type: none"> • Sturdy board books to handle and carry • Books with images of babies and children doing familiar things, like sleeping, eating and playing • Goodnight books for bedtime • Books about saying hello and goodbye • Books with only a few words on each page • Books with simple rhymes and predictable text 	<ul style="list-style-type: none"> • Turns board book pages easily, one at a time • Carries book(s) around the home • May use books as a transitional object (an object that reassures, calms or comforts) 	<ul style="list-style-type: none"> • Names familiar pictures • Fills in words of familiar stories • "Reads" to dolls or stuffed animals • Recites parts of well-known stories • Attention span changes, not consistent 	<ul style="list-style-type: none"> • Relate books to your child's experiences • Use books in routines and during bedtime • Ask "what's that?" and give your child time to answer • Pause and let your child complete the sentence

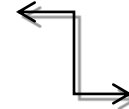


Table adapted with permission from the Reach Out and Read National Center in Somerville, Mass.

Literacy and numeracy



MILESTONES OF EARLY LITERACY DEVELOPMENT

NEWBORN TO 6 MONTHS

TALK, READ, SING, PLAY Right from birth, babies are listening, looking, and learning. So find, and enjoy, those everyday moments when you can talk, read, sing, and play together with your baby.



MOTOR DEVELOPMENT

What your child is doing

COMMUNICATION AND COGNITION

What your child is saying and learning

ANTICIPATORY GUIDANCE

What parents can do

Ask questions and wait for your child to answer

Read and speak in your first language

WHAT TO READ

6 TO 12 MONTHS	12 TO 24 MONTHS	2 TO 3 YEARS	3 TO 4 YEARS	4 TO 5 YEARS
<p>holds head steady</p> <p>sits in lap without support</p> <p>grasps book, puts in mouth</p> <p>drops, throws book</p>	<p>holds and walks with book</p> <p>no longer puts book in mouth right away</p> <p>turns board book pages</p>	<p>learns to turn paper pages, 2 to 3 pages at a time</p> <p>starts to scribble</p>	<p>turns pages one at a time, and from left to right</p> <p>sits still for longer stories</p> <p>scribbles and draws</p>	<p>starts to copy letters and numbers</p> <p>sits still for even longer stories</p>
<p>smiles, babbles, coos</p> <p>likes and wants your voice</p> <p>likes pictures of baby faces</p> <p>begins to say "ma", "ba", "da"</p> <p>responds to own name</p> <p>pats picture to show interest</p>	<p>says single words, then 2- to 4-word phrases</p> <p>gives book to adult to read</p> <p>points at pictures</p> <p>turns book right-side up</p> <p>names pictures, follows simple stories</p>	<p>adds 2-4 new words per day</p> <p>names familiar objects</p> <p>likes the same book again and again</p> <p>completes sentences and rhymes in familiar stories</p>	<p>recites whole phrases from books</p> <p>moves toward letter recognition</p> <p>begins to detect rhyme</p> <p>pretends to read to dolls and stuffed animals</p>	<p>can listen longer</p> <p>recognizes numbers, letters</p> <p>can retell familiar stories</p> <p>can make rhymes</p> <p>learning letter names and sounds</p>
<p>talk back and forth with your baby; make eye contact</p> <p>cuddle, sing, talk, play, read</p> <p>point at and name things: nose, ball, baby, dog...</p> <p>follow baby's cues for "more" or "stop"</p> <p>play games such as "peek-a-boo" or "pat-a-cake"</p>	<p>smile and answer when your child speaks or points</p> <p>let your child help turn the pages; keep naming things</p> <p>use books in family routines: naptime, playtime, bedtime; on the potty; in the car, bus</p> <p>use books to calm or distract your child while waiting</p>	<p>ask "Where's the dog?" or "What is that?"</p> <p>be willing to read the same book again and again</p> <p>as you read, talk about the pictures</p> <p>keep using books in daily routines</p>	<p>ask "What happens next?" in familiar stories</p> <p>point out letters, numbers</p> <p>point out words and pictures that begin with the same sound</p> <p>together, make up stories about the pictures</p>	<p>relate the story to your child's own experiences</p> <p>let your child see you read</p> <p>ask your child to tell the story</p> <p>encourage writing, drawing</p> <p>point out the letters in your child's name</p>
<p>board and cloth books; books with baby faces; nursery rhymes</p>	<p>board books; rhyming books; picture books; books that name things</p>	<p>rhyming books; picture books that tell stories; search and find books</p>	<p>picture books that tell longer stories; counting and alphabet books</p>	<p>fairy tales and legends; books with longer stories, fewer pictures</p>

LET YOUR CHILD CHOOSE WHICH BOOK TO READ. FIND STORIES ABOUT THINGS YOUR CHILD LIKES.

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Physical Development

 <p>PHYSICAL DEVELOPMENT</p> <p>This is the child's physical growth and how a child's ability to control the body changes. Physical development can be monitored by looking at a child's motor skills.</p> <p>Motor skills are actions that involve the movement of muscles in the body and require co-ordination between the brain and body.</p> <p>Motor skills are split into two categories:</p> <p>Gross Motor Skills: the ability to perform large muscle movements.</p> <p>Fine Motor (Manipulative) Skills: the ability to perform small muscle movements.</p>		
AGE	GROSS MOTOR SKILLS	FINE MOTOR (MANIPULATIVE) SKILLS
3 MONTHS	Learns to support head.	Plays with hands. 
6 MONTHS	Rolls over. 	Hold toys with a whole hand palmar grasp.
9 MONTHS	Sits up without support and may start to crawl.	Picks up toys with a pincer grasp (thumb and first finger). 
12 MONTHS	Stands up and may start to take first steps. 	Develops a primitive tripod grip (thumb and two fingers).
15 MONTHS	Begins to walk unassisted.	Able to put one brick on top of another. 
2 YEARS	Runs and walks up and down stairs with two feet to a step. 	Able to use a zipper and build a tower of 5-6 bricks.
3 YEARS	Able to manoeuvre around and catch objects.	Holds a crayon with control and is able to draw a face. 
4 YEARS	Balances and controls a tricycle. 	Able to fasten/unfasten buttons and build a tower of 10 or more bricks.
5 YEARS	Climbs, skips and hops.	Has good pencil control and can colour in neatly. 

TODDLER DEVELOPMENTAL MILESTONES				
Age	Gross Motor	Fine Motor	Language	Social / Cognitive
12 Months	<ul style="list-style-type: none"> • Walks first steps independently • Crawls up stairs 	<ul style="list-style-type: none"> • Uses 2-finger pincer grasp • Hits 2 objects together 	<ul style="list-style-type: none"> • Says 3-5 words • Uses non-verbal gestures (eg, waving goodbye) 	<ul style="list-style-type: none"> • May have separation anxiety • Searches for hidden objects
18 Months	<ul style="list-style-type: none"> • Walks up/down stairs with help • Throws a ball overhand • Jumps in place 	<ul style="list-style-type: none"> • Builds 3-4 block tower • Turns 2-3 book pages • Scribbles • Uses cup and spoon 	<ul style="list-style-type: none"> • 10+ word vocabulary • Identifies common objects 	<ul style="list-style-type: none"> • Has temper tantrums • Understands ownership ("mine") • Imitates others
2 Years	<ul style="list-style-type: none"> • Walks up/down stairs alone, 1 step at a time • Runs without falling • Kicks ball 	<ul style="list-style-type: none"> • Builds 6-7 block towers • Turns 1 book page • Draws a line 	<ul style="list-style-type: none"> • 300+ word vocabulary • 2-3-word phrases • States own name 	<ul style="list-style-type: none"> • Begins parallel play • Begins to gain independence from parents
3 Years	<ul style="list-style-type: none"> • Walks up stairs with alternating feet • Pedals a tricycle • Jumps forward 	<ul style="list-style-type: none"> • Draws a circle • Feeds self without help • Grips a crayon with fingers instead of fist 	<ul style="list-style-type: none"> • 3-4 word sentences • Asks "why" questions • States own age 	<ul style="list-style-type: none"> • Begins associative play • Toilet trained, except wiping

Social and Emotional development

Social-Emotional Development By Age



FIRST YEAR

0 – 3 Months	4 – 6 Months	7 – 9 Months	10 – 12 Months
<ul style="list-style-type: none"> ○ Begins to smile in response to their caregivers, also called a social smile ○ Develops more facial and body expressions ○ Can briefly calm themselves, e.g. sucking on thumb ○ Recognizes they are having fun and may cry when playing stops ○ Makes eye contact and looks at people while interacting 	<ul style="list-style-type: none"> ○ Is usually happy when surrounded by cheerful caregivers ○ Responds to and copies some movements and facial expressions ○ Develops an awareness of their surroundings and expresses a desire to engage, e.g. banging objects or toys 	<ul style="list-style-type: none"> ○ May show anxiety around strangers ○ Plays social games, e.g. peek-a-boo ○ Learns the meaning of words when they're used consistently ○ Enjoys looking at self in a mirror ○ Becomes more "clingy" when leaving caregiver, e.g. reaches for caregiver when being held by someone else 	<ul style="list-style-type: none"> ○ Attempts to display independence, e.g. crawling for exploration or refusing food ○ May show fear around unfamiliar people and objects ○ Tries to get attention by repeating sounds and gestures ○ Enjoys imitating people in play

1 – 2 Years	2 – 3 Years	3 – 4 Years	4 – 5 Years
<ul style="list-style-type: none"> ○ Shows defiant behavior to establish independence, e.g. having tantrums ○ Does not understand what others think or feel and believes everyone thinks as he does, e.g. gets upset when no longer the center of attention ○ Enjoys being around other children, but not yet able to share easily ○ Can play independently for brief periods of time 	<ul style="list-style-type: none"> ○ Copies others in more complex tasks, e.g. cleaning, cooking, self-care ○ Shows affection towards friends ○ Shows an increasing variety of emotions ○ Upset when there are major changes in routine ○ Seems concerned about personal needs and may even act "selfishly" 	<ul style="list-style-type: none"> ○ Starts cooperating more with others during play, e.g. sharing toys ○ Can sometimes work out conflicts with other children, e.g. taking turns in small groups ○ Uses words to communicate needs instead of screaming, grabbing, or whining ○ Becomes more independent in daily activities, e.g. may choose own clothes to wear 	<ul style="list-style-type: none"> ○ Has more developed friendships and maybe even a "best friend" ○ More cooperative with rules ○ Understands and is sensitive to others' feelings ○ Understands the difference between real life and make believe ○ Has changes in attitude, e.g. is demanding at times and cooperative at times

	1 mo	2 mo	4 mo	6 mo	9 mo	1 year	2 years	3 years	4 years	5 years	6-12 years	12+ years
Physical/Motor	<ul style="list-style-type: none"> Reacts to pain 	<ul style="list-style-type: none"> Eyes follow object to midline 	<ul style="list-style-type: none"> Eyes follow object past midline 	<ul style="list-style-type: none"> Transfers objects hand to hand (switches hands) 	<ul style="list-style-type: none"> Pincer grasp (10 months) 	<ul style="list-style-type: none"> Pats pictures in book 	<ul style="list-style-type: none"> Copies a line (scribbles with crayons) 	<ul style="list-style-type: none"> Copies a circle Unbutton buttons (undress) 	<ul style="list-style-type: none"> Copies a cross Copies a rectangle (4.5y) 	<ul style="list-style-type: none"> Copies a square 	<ul style="list-style-type: none"> Copies a triangle (6y) Copies diamonds (7y) Prints letters Ties shoes Draws recognizable man with head, body, and limbs Boys heavier than girls Permanent teeth 11y 	<ul style="list-style-type: none"> Adolescent growth spurt (girls before boys) Onset of sexual maturity (10+ y) Development of primary and secondary sexual characteristics
		Head up prone	Rolls over supine to prone	Rolls prone to supine		Stacks 3-4 cubes (18 mo)	Stacks six cubes	Stacks 9 cubes	Grooms self (brushes teeth)	Partially dresses self	<ul style="list-style-type: none"> Skips with alternating feet Rides bicycle 	
			Sits with support	Sits well unsupported	<ul style="list-style-type: none"> Stands with help (8mo) Crawls (9mo) Cruises (10mo) 	<ul style="list-style-type: none"> Walks (13 mo) Ascends stairs (child manner) 	<ul style="list-style-type: none"> Walks backwards Descends stairs (child manner) Runs 	<ul style="list-style-type: none"> Rides tricycle Ascends stairs (adult manner) 	<ul style="list-style-type: none"> Hops on one foot Descends stairs (adult manner) 		<ul style="list-style-type: none"> Refined motor skills 	
					<ul style="list-style-type: none"> Fear of falling 	<ul style="list-style-type: none"> Emergence of hand preference (18 mo) 	<ul style="list-style-type: none"> Can turn doorknob, unscrew jar lid High activity level 	<ul style="list-style-type: none"> Cuts paper with scissors Bowel and bladder control (toilet training) 		Complete sphincter control		
						<ul style="list-style-type: none"> Kick ball, throws ball 	<ul style="list-style-type: none"> Able to aim thrown ball 	<ul style="list-style-type: none"> Catches ball with arms 	<ul style="list-style-type: none"> Throws overhand 	<ul style="list-style-type: none"> Catches ball with 2 hands 	<ul style="list-style-type: none"> Gains athletic skill Coordination increases 	
Social	<ul style="list-style-type: none"> Endogenous smile 	<ul style="list-style-type: none"> Exogenous smile 	<ul style="list-style-type: none"> Preferential social smile 	<ul style="list-style-type: none"> Stranger anxiety 	<ul style="list-style-type: none"> Pat-a-cake, peek-a-boo 	<ul style="list-style-type: none"> Separation anxiety Dependence on parental figure (rapprochement) Onlooker and parallel play 	<ul style="list-style-type: none"> Selfish and self-centered Imitates mannerisms and activities May be aggressive "No" is favorite word 	<ul style="list-style-type: none"> Group play Fixed gender identity Sex-specific play Understands "taking turns" Knows own gender and full name 	<ul style="list-style-type: none"> Imitation of adult roles Curiosity about sex (playing doctor) Nightmares and monster fears Imaginary friends 	<ul style="list-style-type: none"> Conformity to peers important Romantic feelings for others Oedipal phase 	<ul style="list-style-type: none"> "Rules of the game" are key Organized sport possible Being team member focal for many Separation of the sexes Sexual feelings not apparent Demonstrating competence is key 	<ul style="list-style-type: none"> Identity is key issue Conformity most imp. Organized sports diminish for many Cross-gender relationships
Cognitive (Piaget)	<ul style="list-style-type: none"> Sensation/movement Schemas Assimilation and accommodation No object permanence (if he can't see it anymore, it doesn't exist) <p>Others:</p> <ul style="list-style-type: none"> Puts everything in mouth, Feet in mouth (5 mo) Bang and rattle stage 1st year of life: play is solitary and exploratory, issues of trust are key, parental figure central 					<ul style="list-style-type: none"> Achieves object penetrance 	<ul style="list-style-type: none"> A world of objects Can use symbols Transition objects e.g. blanket or teddy bear Strong egocentrism Concrete use of objects 	<ul style="list-style-type: none"> Repeats 3 digits Points to and counts 3 objects Names colors 	<ul style="list-style-type: none"> Repeats 4 digits Identifies body parts 	<ul style="list-style-type: none"> Counts 10 objects correctly 	<ul style="list-style-type: none"> Abstract from objects Law of conservation achieved Adherence to logic Seriation No hypotheticals (no "ifs" Mnemonic strategies Personal sense of right and wrong 	<ul style="list-style-type: none"> Abstract from abstractions Systematic problem-solving strategies Can handle hypotheticals Deals with past, present, future.
Language			<ul style="list-style-type: none"> Laughs aloud 	<ul style="list-style-type: none"> Babbles 	<ul style="list-style-type: none"> Repetitive responding (8 mo) Mama, dada Bye-bye 	<ul style="list-style-type: none"> Uses 10 words 	<ul style="list-style-type: none"> Use of pronouns Parents understand more Telegraphic sentences 2 word sentences Uses 250 words 	<ul style="list-style-type: none"> Complete sentences Uses 900 words, but understands 4x that Strangers can understand Recognizes common objects in pictures 	<ul style="list-style-type: none"> Can tell stories Uses prepositions Uses plurals Compound sentences 	<ul style="list-style-type: none"> Asks the meaning of words Abstract words elusive 	<ul style="list-style-type: none"> Shift from egocentric to social speech Incomplete sentences decline Vocabulary expands geometrically (50,000 words by age 12) Identifies right and left 	<ul style="list-style-type: none"> Adopts personal speech patterns Communication becomes focus of relationships
Others				<ul style="list-style-type: none"> Gabbles (babbling) 6 strangers switch sitting at 6 months. 	<ul style="list-style-type: none"> It takes 9 months to be a "mama" Pinches furniture to walk 	<ul style="list-style-type: none"> Walking away from mom causes anxiety Stack # of cubes: 3 x age in years 	<ul style="list-style-type: none"> Puts 2 words together at age 2. At age 2, 2/4 (1/2) of speech understood by strangers 	<ul style="list-style-type: none"> Tricycle, 3 numbers, 3 colors, 3 kids make a group % of speech understood by strangers 	<ul style="list-style-type: none"> Song "head, shoulder, knees, and toes" 4 parts you that at age 4 can identify body parts. 4/4 of speech understood by strangers Past tense, speaking of things that happened "be4" At 2 years can draw 1 line, so at 4 years can draw 2 lines (a cross). 	<ul style="list-style-type: none"> Brain at 75% of adult weight 	<ul style="list-style-type: none"> At 6 years: skips, shoes, person with 6 parts 	

Child manner: step-by-step Adult manner: alternates feet Onlooker play: one child watches the other child play Parallel play: 2 children, each plays alone, but comforted by the fact that another child is playing nearby.
Cruises: walks while holding furniture

Useful
information

Child Development Milestone Chart

Age	Physical Development	Social and Emotional Development	Intellectual Development	Language Development
At Birth	Lies in fetal position with knees tucked up. Unable to raise head. Head falls backwards if pulled to sit. Reacts to sudden sound. Closes eye to bright light. Opens eye when held in an upright position.	Bonds with mother. Smiles at mother.	Beginning to develop concepts e.g. becomes aware of physical sensations such as hunger. Explores using his senses. Make eye contact and cry to indicate need.	Cries vigorously. Respond to high-pitched tones by moving his limbs.
3 Months	Pelvis is flat when lying down. Lower back is still weak. Back and neck firm when held sitting. Grasps objects placed in hands. Turns head round to have a look at objects. Establishes eye contact.	Squeals with pleasure appropriately. Reacts with pleasure to familiar routines. Discriminates smile.	Takes increasing interest in his surroundings. Shows interest in playthings. Understand cause and effect... e.g. if you tie one end of a ribbon to his toe and the other to a mobile, he will learn to move the mobile.	Attentive to sounds made by your voice. Indicates needs with differentiated cries. Beginning to vocalize. Smile in response to speech.
6 Months	Can lift head and shoulders. Sits up with support. Enjoys standing and jumping. Transfers objects from one hand to the other. Pulls self up to sit and sits erect with supports. Rolls over prone to supine. Palmer grasp of cube. Well established visual sense.	Responds to different tones of mother. May show 'stranger shyness'. Takes stuff to mouth.	Finds feet interesting. Understand objects and know what to expect of them. Understand 'up' and 'down' and make appropriate gestures, such as raising his arms to be picked.	Double syllable sounds such as 'mama' and 'dada'. Laughs in play. Screams with annoyance.
9 Months	Sits unsupported. Grasps with thumb and index finger. Releases toys by dropping. Wiggles and crawls. Sits unsupported. Picks up objects with pincer grasp. Looks for fallen objects. Holds bottle. Is visually attentive.	Apprehensive about strangers. Imitates hand-clapping. Clings to familiar adults.	Shows interest in picture books. Watches activities of others with interest.	Babbles tunefully. Vocalizes to attract attention. Enjoy communicating with sounds.
1 Year	Stands holding furniture. Stands alone for a second or two, then	Cooperates with dressing. Waves goodbye.	Responds to simple instructions. Uses trial-and-error to learn about	Babbles 2 or 3 words repeatedly. Responds to simple instructions.

Normal Childhood Development Milestones

Age	Physical Development	Motor Development	Cognitive Development	Language Development	Social Development
0 - 1 Year	Put everything in mouth 4months sits with support 8 months stand 9months crawls , & fear of falling 12months pincer grasp	4wk follow objects to mid line Grasp toys with one hand 5 months feet in mouth Rattles and bangs 6month passes toys from one hand to other	Sensation and movement Schemas Assimilation & accommodation	4months laughs aloud 8 months repetitive responding 10 months ma-ma,da-da	Parents are the central figure Issues of trust are key 9 months Stranger anxiety Exploratory and solitary play 10 months pat a cake, peek-a-boo
1 to 2 Years	13 months walks 18 months right or left handed 18 months climbs stairs alone	Kicks & throws ball Pats pictures on book 18 months stacks 3 cubes	Achieves object permanence	Telegraphic sentences 2 word sentences Use 250 words vocabulary	Dependent on parent Favorite word is No Imitates
2 to 3 Years	High activity level Walks backwards Unscrews jar and turn door knob Scribbles with crayon	30 months on tiptoes Throw ball 24 months stacks 6 cubes (yrsx3) Draws Circles (3 years)	A world of objects Can use symbols Transition objects Strong ego Concrete use of objects	Great variation in timing Language development Use of pronouns Parents understand more	Selfish & self centered Imitates mannerisms & activities May be aggressive
3 to 4 Years	Rides tricycle Goes upstairs with alternative feet Toilet train both bladder & bowels Draws recognizable figures	Catches ball with arms Stacks 9 cubes (yrs x3) Cuts paper with scissors Unbuttons buttons Draws Cross (4 years)		Complete sentences Uses 900 words Understands 4x Understand by strangers Recognizes common objects in pictures	Fixed gender identity Sex specific play Takes turns Knows full names and gender

EARLY CHILDHOOD DEVELOPMENT MILESTONES

The first four years of a child's life are the most important period of development physically, emotionally, cognitively, socially and morally. This is a guide to what you might expect in their first four years – often called developmental 'milestones'.

NOTE

EVERY CHILD DEVELOPS DIFFERENTLY



3 Months

- Turns head toward direction of sound
- Recognizes familiar faces and smiles back
- Follows moving objects
- Watches faces with interest
- Raises head and chest while lying on stomach
- Brings hand to mouth
- Takes swipes at dangling object with hands
- Begins to babble and imitate some sounds



6 Months

- Responds to other people's emotions
- Enjoys social plays/games (especially peek-a-boo)
- Struggles for out of reach objects
Uses voice to express pleasure and displeasure
- Interested in mirror images
- Responds to their own name
- Babbles chain of sounds
Rolls both ways (front to back, back to front)
- Sits with, and then without support on hands



1 Year

- Pulls up to stand, Walks holding onto furniture
- Tries to imitate during play (like winking when you wink or clapping when you clap)
- Explores objects; finds hidden objects and begins to use objects correctly (drinking from cup, brushing hair, dialing phone, listening to receiver)
- Uses simple gestures like shaking head to say 'NO' or waving to say 'BYE BYE'
- May speak single words like "Mama" and "Dada"
- Cries when Mother or Father leaves
- Babbles with inflection (changes in tone)
- Uses exclamations, such as "oh - oh!"
- Pokes index finger



2 Years

- Excited about the company of other children
- Begins to sort by shapes and colors; starts simple make-believe play
- Follows simple instructions; recognizes names of familiar people
- Walks without help; plays pretend (like talking on a toy phone)
- Points out at the objects, when you name it (like toy or photo)
- Imitates behavior of others, especially adults and older children
- Uses 2-4 word sentences
- Repeats word overheard in conversation
- Pulls toys behind him/her while walking



3 Years

- Imitates adults and playmates
- Shows affection for playmates/friends
- Sorts objects by shape and colors; and matches objects to pictures
- Plays make-believe with dolls, animals and people (like feeding a doll)
- Uses pronouns (I, you, me) and sometimes plurals too (cars, dogs)
- Uses simple phrases or micro sentences to communicate with others
- Understands concept of 'mine' and 'his/hers'
- Expresses wide range of emotions
- Walks up and down stairs, alternating feet (one foot per stair step)
- Runs easily and pedals tricycle
- Starts to make friends



4 Years

- Follows three-step commands (like wash your hands, comb your hair)
- Draws circles and squares
- Speaks in sentences of 5-6 words; Speaks clear enough for outsiders to understand
- Names some colors; understands counting
- Shares and take turns with other children
- Knows the difference between boys and girls
- Enjoys humor (like laugh at silly faces or voices)
- Brushes his/her teeth by self
- Dresses and undresses without help except for shoelaces
- Pretends by role playing
- Knows opposite (hot/cold, big/small)

Disclaimer: These are general milestones. All children are different and some will do things faster or slower than others. If you have queries/concerns about your child's development, contact a pediatrician.

Useful Reading



- <https://carelearning.org.uk/qualifications/level-3-cypw/cyp-core-31/1-1-explain-the-sequence-and-rate-of-each-aspect-of-development-from-birth-to-19-years/>

1.2

Describe the difference between sequence of development and rate of development and why the distinction is important

Sequence of Development

The sequence of development refers to the typical order in which children achieve developmental milestones. This sequence is generally predictable and follows a logical progression. For instance, children usually learn to:

- **Hold their head up before sitting unaided.**
- **Sit before they crawl.**
- **Crawl before they walk.**

This sequence applies across various developmental domains like physical, cognitive, emotional, and social development. Each child will follow this sequence, although the exact age at which they reach each stage may vary.

Rate of Development

Rate of Development

In contrast, the rate of development refers to the speed at which children reach these developmental milestones. Unlike the sequence, which is predictable, the rate can vary greatly among children.

Individual Differences

Various factors influence the rate of development, including genetics, environment, and individual differences. For instance:

- **Genetics:** Some children might walk at nine months, while others might not start until 15 months.
- **Environment:** Children in stimulating environments may develop language skills faster.
- **Health and Nutrition:** Well-nourished children might grow and develop quicker compared to malnourished ones.

Comparing Rates

Some children achieve physical milestones quickly but might take longer in language development and vice versa. For example:

- A child might be an early walker but a late talker.
- Another child might develop language skills rapidly but be slower in mastering motor skills.

1.3

Explain how play and leisure activities can be used to support all aspects of development of children and young people

How play helps children's development

- **Playing is a natural and enjoyable way for children to keep active, stay well and be happy. To have good physical and mental health and to learn life skills, they need various unstructured play opportunities from birth until they are teenagers.**

Play improves the cognitive, physical, social, and emotional well-being of children and young people.

Through play, children learn about the world and themselves.

They also learn skills they need for study, work and relationships such as:

- confidence
- self-esteem
- resilience
- interaction
- social skills
- independence
- curiosity
- coping with challenging situations

Your Feedback



- **Vocabulary skills**- Focus on talking about their favourite thing and also ask children to tell stories on their on way.
- puppet show**- communication and language improvement and also have open end questions.
- Physical activities**- jumping, running climbing- improves gross motor and mental strength. Block games and art and craft for their fine motor skills.
- Cognitive Development**- role play and reading, Strategize games and science exhibition.

- Developing **physical** health through play
- Physical play such as running, skipping and riding a bicycle helps children develop:
 - good physical fitness
 - agility
 - stamina
 - co-ordination
 - balance

Developing social skills through play



Playing can help children develop their social skills with others. By listening, paying attention and sharing play experiences, this helps a child:

- explore their feelings
- develop self-discipline
- learn how to express themselves
- work out emotional aspects of life

PLAY IS CHILDREN'S WORK

WHEN CHILDREN PLAY THEY ...

DEVELOP
COMMUNICATION
SKILLS



LEARN SELF-
REGULATION
SKILLS

DEVELOP
COGNITIVE
SKILLS



LEARN NEW
INFORMATION



LEARN AND
PRACTICE
SOCIAL SKILLS

EXTEND THEIR
THINKING



RESOLVE
CONFLICTS

PROBLEM
SOLVE

CO-OPERATE
WITH OTHERS

LEARN ABOUT
THEMSELVES

EXPLORE ROLES, INTERESTS,
SKILLS, AND RELATIONSHIPS



This play gym activity promotes fine motor skills, the baby is developing hand eye co ordination.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

This activity promotes child's numeracy and language skills as they are naming colours and counting objects. The literacy skills are developed by learning to write number 8



[This Photo](#) by Unknown Author is licensed under [CC BY-NC-ND](#)

1.4 Analyse theories of development and frameworks explaining and supporting development and how they influence current practice



Children and young people learn and develop in different ways. Understanding theories of development and using frameworks helps practitioners support children effectively. These tools influence how care, education, and support are provided in settings.

Developmental theories explain how children grow in areas like physical, cognitive, emotional, and social development. Frameworks take these theories and apply them in practical ways to benefit children.

Theories



Jean Piaget (Cognitive Development)

Jean Piaget focused on cognitive development, which means how children think and learn. He described four stages of learning:

1. **Sensorimotor Stage (0-2 years):** Babies explore the world through senses and simple actions, such as touching and looking. They figure out that objects still exist even if they can't see them (object permanence).
2. **Preoperational Stage (2-7 years):** Children start using language and imagination. They see things from their perspective only (egocentrism) and struggle to think logically.
3. **Concrete Operational Stage (7-11 years):** Logical thinking develops. Children can solve problems, but only if they relate to something concrete or real.
4. **Formal Operational Stage (11+ years):** Older children and young people develop abstract thinking. They consider hypothetical or complex ideas.

In practice, understanding these stages helps educators plan activities suited to a child's ability. For example, sensory-rich play is ideal for young toddlers, while older children benefit from puzzle-solving or group discussions.

Lev Vygotsky (Social Interaction and Learning)

Vygotsky believed children learn best through social interactions. He introduced the concept of the **Zone of Proximal Development (ZPD)**. This is the range of skills a child can achieve with support, but not yet alone.

Adults or peers play a key role by scaffolding learning. Scaffolding refers to giving enough support to help the child succeed without completing the task for them.

In settings, practitioners use this idea by:

- Working one-on-one with children during challenges
- Encouraging peer learning in group tasks
- Gradually reducing help as children become more independent

John Bowlby (Attachment Theory)

John Bowlby focused on the emotional bonds between children and caregivers, known as attachments. He argued that strong, secure attachments are critical for emotional development. A secure attachment helps a child feel safe and confident to explore.

In practice, keyworker systems reflect Bowlby's ideas. A keyworker develops close, trusting [relationships](#) with a child, fostering emotional security. Practitioners also watch for attachment-related concerns, such as a child being overly anxious or withdrawn.

Early Years Foundation Stage (EYFS)

The EYFS applies to all children from birth to five years in early years settings like nurseries and childminders. It focuses on seven areas of learning:

1. Communication and language
2. Physical development
3. Personal, social, and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Practitioners link the EYFS to theories like Piaget's stages or Vygotsky's idea of social learning. They use observations to plan activities meeting children's individual needs. For example:

- Encouraging [teamwork](#) in small groups reflects Vygotsky's emphasis on social interaction.
- Storytime activities support communication, influenced by Piaget's focus on early language.

2.1	Explain how children and young people's development is influenced by a range of personal and external factors
2.2	Analyse the reasons why children and young people's development may not follow the pattern normally expected
2.3	Analyse theoretical approaches to contemporary social issues that affect family life and the care of children and young people

2.1 Explain how children and young people's development is influenced by a range of personal and external factors

Personal Factors	External Factors

Group Task
Share examples of personal and external factors that can impact development

Your feedback



- **Personal Factors:**
Disability: Communication and social skills, Language barriers, Low self esteem
Genetic condition: Down Syndrome, Special needs
Chronic illness: Astma, Diabetics,

External Factors:
Family and school Environment: Divorced parents
Media and technology: influencing and Lack of sleep
Ecnomic: Lack of resources and Not enough staff and inexperienced teacher
Peer relationship: Lack

FACTORS AFFECTING CHILD'S DEVELOPMENT



3.1 Personal factors that influence child's development

Physical Factors



- ❑ Chronic illness such as asthma affects the lungs, this may mean the child can't take part in physical activities as much as they'd like and this can affect gross motor development.
- ❑ Diet is an important factor to encourage development. A good balanced diet helps support emotional development. Families on a low income may not be able to promote a good nutritious diet.

Antenatal Care



Certain factors before birth can be avoided if the mother-to-be takes care of herself; for example not smoking, drinking or taking drugs.

If the mother suffers from stress or anxiety this can result in premature birth and health problems for the baby such as low birth weight, undeveloped organs or problems with sight and hearing.

These are problems that may delay their development and learning.

Learning Difficulties



Children with a learning delay may be behind in their development.

This may have an impact on what they can do in all areas; physical, social and intellectual.

They may find it hard to interact with children of the same age.

One-to-One teaching may be needed at school to support the children's learning.

Social and Emotional Factors



Parents have a big role to play in providing good quality care and guidance for the child's development. There may be conflict between parents which causes problems or single parents may have difficulties in promoting better development.

Parents not being positive or praising their children can be emotionally damaging for children.

3.2 External factors

- External factors which influence development include:

Economic Factors

Environmental Factors

Health

Poor or unbalanced diet

<https://www.youtube.com/watch?v=FKvcXo3e78g>



Economic Factors



Poverty can effect a child's development; if a child lives in poor housing this can affect their health.

Not having the opportunity to visit a park or maybe a local children's centre can affect the child's physical and social development.

Environmental Factors



- If the housing a child lives in is not maintained properly, does not have proper heating conditions and has damp it can cause illnesses such as; eczema, bronchitis and breathing problems.
- Some parents may have stresses in their life such as living in a poor neighborhood that does not have easy access to shops or not enough space to live and maybe on a low income, with these stresses they are unable to promote the best development for the children.

Health



Health issues may be genetic or caused by the environment a child grows up in.

Asthma may be a health issue a child suffers with and this may make them unable to join in with activities, they may miss time at pre school which would affect their social development in creating friendships.

Physical Development may also be affected if the child is unable to join in or feels unwell.

Poor or unbalanced diet



Living on low income could result in parents not being able to provide food which is made from fresh Ingredients, the diet may consist of processed food which would impact overall health.

Prior experiences of education

- Some children arrive at school without any formal education. This can be due to them being from another country that perhaps does not start children in school until a bit later, or they may have been home-schooled for whatever reason. School can be something of a culture shock in these cases, and these children may need more help than others in specific areas before they can get used to their new way of education.
- Other times, some children may have been pushed too hard by parents who wanted them to learn to read and count before they go to school. Negative experiences of learning can happen at this very early age, and can then create challenges when the child reaches school

2.2

Analyse the reasons why children and young people's development may not follow the pattern normally expected

Children and young people develop at different rates, but there are situations where their development does not follow what is typically expected. These reasons can affect physical, emotional, social, intellectual, or behavioural development. Recognising these factors helps professionals and families support young individuals to achieve their full potential.



Biological Reasons

Biological factors originate from conditions affecting the body, brain, or genetic code. These factors can be present before birth or develop after.

Genetic Influences

Some children are born with hereditary conditions that can affect their overall development. Examples include:

- Down's Syndrome, which impacts intellectual and physical development.
- Cystic Fibrosis, a condition that can lead to delayed physical development due to frequent illness and nutritional issues.
- Autism Spectrum Disorder, a neurodevelopmental condition that affects communication, social skills, and behaviour.

Physical Disabilities

If a child has a physical disability, it may limit their opportunities to engage in activities typical of their age. For example:

- Children with cerebral palsy may have limited mobility, affecting physical development milestones like walking.
- Vision or hearing impairments can interfere with communication and social skill development.

Adapting environments and tools can help children overcome physical [barriers](#).

Premature Birth

Babies born prematurely often have underdeveloped organs or low birth weights. These issues can delay milestones such as sitting or walking.

The time spent in a neonatal unit can also affect attachment with parents, which may delay social and emotional development.

Emotional Trauma

Experiencing a traumatic event – such as the death of a loved one or witnessing violence – can stop children from meeting developmental milestones. They may behave younger than their age, struggling with speech, play, or independence as they process the emotional impact.

Social Reasons

Development is also shaped by human interaction and exposure to social environments. A lack of interaction can create gaps in key areas of childhood learning.

Peer Relationships

Children who do not have opportunities to interact with peers may struggle in forming social skills. For example:

- Children living in isolated areas may lack experiences like group play or [conflict resolution](#).
- Bullying can lead to social withdrawal, affecting both peer relationships and self-confidence.

Parental Relationships

2.3

Analyse theoretical approaches to contemporary social issues that affect family life and the care of children and young people

THEORY	MAJOR PRINCIPLES	RELATION TO FAMILY LIFE	KEY VOCABULARY AND CONCEPTS	IMPORTANT
Conflict	Opposition, power, and conflict within the family and society are needed for society to develop and change	Emphasizes the competing interests of familial roles including the male dominating the family and providing stability to society		
Ecological Systems	Individuals are part of a group of concentric systems that impact their development and growth.	Children are influenced by the people and environments in which they spend the most time,, as well as the greater social events, trends and values.	Micro, Meso, Exo, Macro, and Chronosystems.	Urie Bronfenbrenner developed this theory in the second half of the 20th century; he influenced the creation of HeadStart in the United States.
Exchange (aka Social Exchange)	Individuals have different strengths, resources and weaknesses and enter into relationships via the evaluation of benefits and costs.	Emphasizes the motivation for familial relationships: that each person is giving and gaining within the family.	The “breadwinner-homemaker family” is the classic example.	

Useful Reading



- <https://openoregon.pressbooks.pub/families2nd2e/chapter/4-4-child-development-family-and-parenting-theories-and-perspectives/>

Any Questions

