# T-level Education

Name:



**An introduction to child development**

**Define Growth:**

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**Define Development:**

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**Define Milestones:**

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Below are a list of words, you need to identify the words that are associated with growth and underline these. Then do the same for the words associated with development and highlight these:

Strength

Ability

Knowledge

Intelligence

Size

Weight

Spurt

Increase

Maturity

Control

Gain

Biological

Progress

Measured

Visual

Body

Walking

Height

Co-ordination

Skills



This is Isabelle and George and they are 9 months old. They were both born at the same time on the same day but are not related. Both parents have took Isabelle and George to get weighed and George weighs 23 pounds but Isabelle only weighs 19 pounds.

Why might the rate of growth be variable between children?

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**Types of development**

**Define each type of development and provide an example of each. The first one is done for you 😊**

|  |  |
| --- | --- |
| **Physical** Physical development concerns the way that children learn to move and coordinate their bodies. It is often divided into three areas: fine motor skills, large (or gross) motor skills and locomotive skills. | **Example**Riding a bike |
| **Intellectual / cognitive**  |  |
| **Emotional**  |  |
| **Social**  |  |
| **Language**  |  |

**Define gross motor skills with an example**

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**Define fine motor skills with an example**

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**Think about if the child is above or below the milestone of development for their age, why could this be? What factors could affect how a child develops?**

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| **Above milestones:** |
| **Below milestones:** |

**How can delayed development in one or more areas impact on a child’s overall development?**

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**There are many factors which can impact on development. One of these being poverty. This can have both positive and negative effects on development. Consider how poverty can impact on each area of development by completing the table below: (consider positive and negative factors). The first one is done for you 😊**

|  |  |  |
| --- | --- | --- |
| **Physical**  | **Positive** The child might have more opportunities to play outdoors  | **Negative** The child might be more prone to illnesses such as eczema The child might miss out on school trips or PE if they miss school  |
| **Intellectual / language**  |  |  |
| **Emotional**  |  |  |
| **Social**  |  |  |

**Case study activity**

**Family background information.** Ellie and Sophie are 7–year-old identical twins. The family have a farm on the outskirts of a large village and keep a small number of animals.

**Ellie:** Ellie weighed 2.8 kilograms (6.2 pounds) when she was born. She enjoys writing and drawing, playing on the floor with her toys and helping her mother in the kitchen. Ellie’s mother sits down and reads with her; this has promoted Ellie’s language development. They often do maths together. Her mother uses packets in the kitchen regularly to help Ellie understand mass and volume. Ellie and her mother are very close and enjoy watching television together. Ellie is overweight for her age.

**Sophie:** Sophie weighed 2 kilograms (4.4 pounds) when she was born. She is very active and loves to participate in sports and has joined the local ballet class. Sophie prefers to be outdoors and has just learned to ride her new two-wheeler bike around the farmyard. Sometimes her friends from school come to the farm and they enjoy games that involve role-play. Sophie loves to feed and clean the animals with her father. The farm cat has just had six kittens and Sophie has been given the job of choosing names for the kittens.

**Information from the Early Years Settings**. The twins go to the same school and are in Year 3. They are in different classes.

**Ellie:** Ellie is in Tigers Class. The teacher, Mrs Ahmed, always gives her additional work in maths because she completes the work quickly and is good at problem solving and number sequences. Ellie likes the praise that she gets from her teacher. She has recently been using counters to help her to understand division. Her written work is helped because she can hold a pencil properly and has learned to form numbers correctly, copy triangles and circles. Ellie enjoys music and played percussion in the summer concert. Ellie likes Mrs Ahmed. She was delighted when she went with her family to see Mrs Ahmed play drums in a concert for a children’s charity, which the school supports. Ellie and Sophie now support the charity and are doing the school’s sponsored walk to raise money.

**Sophie:** Sophie is in Leopards Class. She is always active in group activities and good at dance. Sophie receives a lot of positive encouragement from her teacher and head teacher and is proud to have been chosen to represent her school in the local dance competition. Sophie’s ability in numeracy and reading is not as advanced as that of Ellie’s. Sophie is having difficulty adding up numbers and does not understand place value. She knows few words by sight when she is reading. Sophie does not enjoy reading as she finds it difficult. The teacher is trying to help Sophie by giving her the opportunity to practise her reading and number work. The teacher has placed Sophie at a table with children who are at a higher level than she is in the hope that Sophie will learn from them and be able to use them as role models. The teacher has a smiley face chart on the wall and ensures that Sophie gets a smiley face sticker when she has put a lot of effort into her work.

**Refer to the case study about the twins Ellie and Sophie when answering the following questions:**

1. Identify 2 physical differences between Ellie and Sophie (2 marks)
2. Describe 2 factors that may influence Sophie’s social development. (4 marks)
3. Identify 2 factors that indicate that Ellie’s fine motor skills are developing normally for a seven year old (2 marks)
4. Identify 2 examples that show Sophie’s cognitive development is *NOT* meeting the norm for her age (2 marks)