

CACHE Level 2

# Certificate Introducing Caring for Children and Young People

LEARNING AND DEVELOPMENT

DEVELOPMENT

HEALTHY EATING

SAFEGUARDING

LEGISLATION

RESPECT AND VALUE

Workbook 1

## Section 1: Young children's development

In this section, learners will explore how children develop in the first three years of life. They will also learn why children develop at different speeds and in different ways and how the stages of development are all interconnected.

### Development of young children in the first three years of life

Please read the following as it will help you to answer question 1.

The first three years of a child's life are critically important to development. It is the period when cognitive, social, linguistic, emotional and physical development happen at a rapid pace. Development can be broken down into six main areas:

- **Cognitive development** – e.g. learning how to make decisions, remember information and solve problems.
- **Personal, social and emotional development** – e.g. when a child develops their self-image and identity. Children learn how to build relationships and interact with other humans and manage their feelings.
- **Language development** – e.g. learning how to communicate and talk. This enables children to communicate with others.
- **Physical development** – e.g. learning how to hold objects – large and small – sit up and walk.

#### Did you know?



Research has shown that children of university-educated parents are more likely to excel at school. In England:

- 56% of 14-year-olds whose parents had degrees scored high enough grades to perform in the top quarter of their peer group
- 9% of teenagers whose parents left school without any qualifications performed in the top quarter of their peer group

This makes it even more important that early years education is high quality and meets children's development needs.



## Section 1: Young children's development

Look at the following table to learn about the different stages of development most children will go through in the first three years of life.

Age	Stage of development	Additional information
<b>1-3 months</b>	Suck and swallow	Babies are able to feed from the moment they are born.
	Recognise mother's voice and smell	At this stage babies may turn towards their mother's voice.
	Smile	At first, a baby will smile to itself, but by 3 months he/she will be able to smile back when someone smiles at them.
	Raise head	When placed on their tummy, a baby will be able to lift his/her head and chest off the floor.
	Track objects with eyes	If you hold a toy in front of the baby's face and move it from side to side the baby will follow it with his/her eyes.
	Reach for objects	At this stage babies will learn to reach for dangling objects, such as toys on a bouncy seat activity bar or a mobile.
	Grip objects	If a baby is given a toy or rattle they will be able to hold onto it with their fingers.
<b>4-6 months</b>	Roll over	It is easier for a baby to roll from his/her front to his/her back.
	Babble	Babies will make random sounds such as 'dadada' or 'babababa', although they are not associated with a particular person, such as mummy or daddy.
	Laugh	This will usually be to themselves or when someone pulls a funny face or plays peek-a-boo.
	Reach out and grab objects	Progressing from just grasping objects that are given to them, at this stage a baby will be able to reach out and take hold of an object.
	Sit up (with support)	When placed into a seated position and supported with a hand or pillows, a baby will be able to stay upright.
	Head control	A baby will be able to hold his/her own head up at this stage and turn to look at people or objects.

### Rates and sequences of young children's development

Please read the following as it will help you to answer question 2.

Young children develop physically and mentally at different rates and in different sequences to their peers because each individual brain matures at a different speed. When a brain matures, it means that the types of function it can do, such as recognise sounds or letters, increase. While most young children develop the same skills and abilities over time, they will most likely do so at a different speed or in a different order to their friends. This is a direct result of the speed at which the brain matures. For example, one child may learn to walk at 12 months while another not until they are 18 months; the child who walked at 12 months may not talk until they are 18 months, but the child who walked later may be able to speak at 12 months.

It is important to understand that, just because children develop at different rates, it doesn't mean that they have a learning disability. It is just that each brain function matures at a different rate.

Rates of develop can also be influenced by:

- **Environment** – e.g. a child can learn to read when his/her auditory system is developmentally ready to tell different sounds apart. However, if a child's caregiver doesn't read to them or provide reading instruction, learning to read will be delayed.
- **Appropriate tasks** – e.g. if a child is not developmentally ready to speak, providing them with speaking-related tasks will not be useful to them. Another example is asking a child to copy a simple picture before they are able to hold and properly manipulate a pencil or crayon.
- **Style of learning** – different children learn in different ways, for example, one child may learn when someone explains something to them, while their peer may learn by watching someone else acting out the process. If a child is placed in an environment where everything is present verbally, but they learn visually, then their development will be delayed.

Just as children may develop at different speeds, their stages of development may also happen in different sequences. As in the example above, one child may learn to walk early and talk late while another may talk early and walk late. The sequence in which children develop is based on when their brain matures. If you think that children in the same year group don't all grow at the same pace, then it is easier to understand that their brains will also grow at different rates, which means they will pick up skills at different points in their development.



# Section 1: Young children's development

## How is development interconnected?

Please read the following as it will help you to answer question 3.

It is important to understand that, while the main stages of development (cognitive, social, personal, emotional, language and physical) are often listed separately, they all rely on each other. One stage of development cannot exist on its own without the others.

Examples of the ways in which development is interconnected include:

- Learning to talk falls into the 'language' stage, but it also involves emotional, cognitive, physical and social development.
- Learning to share requires emotional development as well as social, cognitive, physical and language development.
- Learning to hold a cup or spoon requires physical development, but also requires emotional, social and language development.

**Knowledge Activity 1:** Using the information in the table on pages 5-7 pick out:



**Three examples of cognitive development**

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**Three examples of physical development**

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**Three examples of emotional development**

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