Activity Pack

for BTEC Nationals (AAQ) in Early Childhood Development

Unit 1: Children's Development

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Contents

Teacher's Introduction

This pack contains 47 activities to assist the delivery of BTEC National in Early Childhood Development (Extended Certificate) Unit 1: Children's Development. The activities have been designed to exactly match the specification and can be used to introduce and/or consolidate the learning of specific topics covered in Unit 1. The activities will enhance students' learning.

Every activity is accompanied by Teacher's Notes which provide details of the aim of the activity and the student task, as well as instructions for the teacher on how to implement it. A range of activity types is included to meet the needs of students with different learning styles. In addition, many of the activities include differentiation, with suggestions for teachers to stretch students or extend their learning.

Throughout the pack there are suggestions for individual, paired, small-group and whole-group activities, although teachers may use their discretion to adapt the activities to suit their teaching style and the learning style of the student group.

Most activities include a worksheet; to reduce photocopying costs, you may choose to ask students to write their answers into their workbooks rather than writing on the worksheet itself. Alternative teacher's instructions have been provided for activities where this is possible.

A web page containing all the links listed in this resource is conveniently provided on ZigZag Education's website at **zzed.uk/12842**

You may find this helpful for accessing the websites rather than typing in each URL.

A Ralph, August 2025

Overview

No.	Spec. ref.	Topic title	Activity summary	Equipment	Sugge
			A: The principles of develop[illegible] d how they are appli		
1.	A1.1.1	Growth and development	Match the terminology.	E[illegible]ER a) printed [illegible]rksheets OR b) matching card sets and answer sheet	Class ([illegible] groups)
2.	A1.1.1 A1.1.2	Understanding how physical develop[illegible] [illegible]occ[illegible]	Defi[illegible]owth [illegible], and sequence [illegible]e physical development skills	• Printed worksheets • Scissors (optional) • Glue (optional)	Class o[illegible] homew[illegible]
3.	A.1.2.1	[illegible]nd [illegible]quences of development	Identify developmental milestones for the different age groups	• Printed worksheets	Class ([illegible] groups) homew[illegible]
4.	A1.3.1	The difference between gross and fine motor development skills	List activities that develop gross motor or fine motor skills using YouTube clips or students' observations of children playing	• EITHER a) Internet access for video clips • OR b) ensure students have made an observational trip • Printed worksheets	Class a[illegible]
5.	A1.3.2	Cognitive skills development	Create a definition for 'cognitive development' and complete a table on cognitive milestones.	• Printed worksheets	Class ([illegible] groups
6.	A1.3.3	How language development is supported by other areas of learning in the Early Years Foundation Stage	Each group to brainstorm how language development is supported by each of the other six areas of learning in the Early Years Foundation[illegible]e (EYFS) and to [illegible]	None.	Class ([illegible] groups)
7.	A1.3.3	What's the difference [illegible]en s[illegible] [illegible]nic[illegible]n [illegible]uage?	[illegible]m[illegible] into three [illegible]es: speech, [illegible]ommunication and language.	• Printed worksheets • Three differently coloured pens or highlighters for each student/pair (optional)	Class

No.	Spec. ref.	Topic title	Activity summary	Equipment	Sugge
			A: The principles of development and how they are ap		
8.	A1.3.4 A1.3.5	Social and emotional development – what's the difference?	Create definitions for 'social development' and 'emotional development' and categorise statements.	• Printed worksheets	Class o homew
9.	A1.3.1 A1.3.5	Development skills bingo game	Bingo game.	• Printed and laminated bingo grids and cut out skill cards	Class (s groups
10.	A1.4.1	The effect of e (t me on opment	ea definitions for behaviourism, nativism and predisposition. Use different games, depending on resources, to show the influence of nurture on brain development.	• Printed and laminated cards • EITHER: Game 1: Pipe cleaners / straws and connectors. • OR Game 2: Space for students to stand in one line. • OR Game 3: 6 large glass jars and lids. 2 small bottles of different-coloured water.	Whole small g
11.	A1.4.1	Nature versus nurture	Questions on nature versus nurture theories, and an activity using Maslow's hierarchy of needs.	• Printed worksheets	Class (s groups individu homew
12.	A1.4.2	Genetic disorders and genetic inherited traits	Discussion in class of the difference between genetic inherited traits and genetic disorders. Play the genetic inherited traits game.	• Printed worksheets	Entire c small g
13.	A1.4.3	How certain nurture factors may affect children's ome	List exa en ly ildren's development opportunities.	• Printed worksheets	Class an homew
14.	A1.5	atypical pment?	Analysis of three different case studies to identify the impact on learning of atypical development.	• Printed case studies, one for each group	Class (g of 4–6

No.	Spec. ref.	Topic title	Activity summary	Equipment	Sugge
				A: The principles of development and how they are ap	
15.	A1.6.1 A1.6.2	How genetic or medical disorders can impact children's learning and development	Research activity on pre-existing medical or genetic disorders. Students make short presentations to the whole class on their as[illegible]d disorder.	• Printed worksheets	Homew present class
16.	A1.7	Factors affecting development	Discussi[illegible]k on [illegible]s [illegible]ibly affecting [illegible]lopment of a child in a [illegible]ypothetical case study.	• Printed case studies, one for each group	Class (groups
				B: Physical development from birth up to eig	
17.	B1.1	[illegible]f gross [illegible]ine motor development	Assign gross and fine motor skills to the relevant age categories.	• Printed worksheets • Scissors, glue and highlighter pens or similar for use in class	Class (groups or hom
18.	B2.1	Recognising how the interplay between the central nervous system, the musculoskeletal system and the environment supports gross and fine motor development	Students complete questions after watching video clips.	• Internet access for video clips • Printed worksheets	Class
19.	B3.1 B3.2	Physical development – how can we encourage development of gross and fine motor skills in [illegible]or [illegible]	Students complete a table with types of activities and challenges to provision [illegible]f[illegible] watching video [illegible]s.	• [illegible]R [illegible] Internet [illegible]a[illegible]s for video clips • [illegible]R b) ensure students have made an observational trip • Printed worksheets	Class (groups

No.	Spec. ref.	Topic title	Activity summary	Equipment	Sugge
				C. Cognitive development from birth up to ei	
20.	C1.1	Understanding cognitive development: what it is and why milestones matter	Students define the term 'cognitive development' and identify four or more cognitive development milestones that will be taking place for different age ranges.	• Printed worksheets	Homew class
21.	C2	The importance of play, play resources and adult involvement in cognitive development	Students in groups discuss aspects of cognitive development different toys address, and the role of the adult in enabling such development.	• Various types of toy, e.g. puzzles, blocks, balls, tea set, play dough.	Class (groups)
22.	C3.1.1	Piaget's theory of cognitive development	Multiple-choice questionnaire.	• Printed worksheets	Class
23.	C3.1.2	Applying Piaget's cognitive constructionist theory	Quick question and answer worksheet to consolidate understanding of Piaget's theory including true or false questions on Piaget's terminology.	• Printed worksheets	Class
24.	C3.2.1 C3.2.2 C3.2.3	Vygotsky's social constructivist theory	Multiple-choice questionnaire on Vygotsky.	• Printed worksheets	Class
25.	C3.3	How Bruner's modes of cognitive repetition can be used to promote learning	View a video of a child using Montessori sandpaper letters and sand tray and then complete questions on Bruner's theory and how it applies. Feed back in	• Internet access for video clip • Printed worksheets	Class
26.	C3.4.1 C3.4.2 C3.4.3	Information processing theory	Complete questions on the activity sheet for homework Review by the hidden objects game.	• Printed worksheets • Per group, one drawstring bag containing 20 or more small random objects (e.g. teaspoon, eraser, furry material, Christmas bauble, hair grip, pinecone, toy car) • Blindfolds, one per group	Homew class (groups)

No.	Spec. ref.	Topic title	Activity summary	Equipment	Sugge
				C. Cognitive development from birth up to eight ye	
27.	C3.1 C3.2 C3.3 C3.4	How education movements use theories to promote cognitive development	Either watch a YouTube video on the Montessori three-period lesson or demonstrate this to students. Questions on how this relates to the theories of Pia[illegible] and Bru[illegible] [illegible]cessing.	• Printed worksheets • EIT[illegible]nternet [illegible]fo[illegible]ideo clips • O[illegible]ovide three related items, e.g. fruits, building blocks in different colours, plastic farm animals, to demonstrate the three-period lesson concept.	Class (s groups)
				D. Language development, including communication from	
28.	D1.1	[illegible]ve [illegible]stones in language development	Assign the correct age to each language milestone.	• Printed worksheets	Class o homew
29.	D2.1	How do we communicate with each other?	Brainstorm in groups what constitutes communication.	• Printed worksheets	Class (s groups)
30.	D2.2	English as an additional language (EAL)	Use of small scenarios relating to EAL. Assign all four as homework or use one per group in class. Feed back as a class.	• Printed worksheets	Class (s groups) homew
31.	D2.3	The importance of open-ended questions in supportive adult–child interactions and how this promotes language development	Create a conversation that shows scaffolding using open-ended questions. Assign each group one scenario to create a conversation to share [illegible]the class.	• Printed worksheets	Class (s groups)
32.	D3	T[illegible]rgo [illegible]lan[illegible]ge	[illegible]ord search.	• Printed worksheets	Class o homew
33.	D3	[illegible]ge learning theories – who said that?	Identify the correct theorist (Skinner, Chomsky, Brown, Bruner) for 21 statements.	• Printed worksheets	Class o homew

No.	Spec. ref.	Topic title	Activity summary	Equipment	Sugge
					E. Emotional development from birth up to e
34.	E1.1	Emotional development in children	Assign different attributes of emotional development to the age groups of 0–2 years, 2–5 years and 5–8 years. Feed back in class.	• Printed worksheets	Class (groups or hom
35.	E2.1	Sir John Bowlby and the theory of attachment	Question and [illegible] worksh[illegible] and [illegible] in class.	• Printed worksheets	Class
36.	E2.1 E2.2	Attachment [illegible] an[illegible] rth [illegible]on' experiment	[illegible]s regarding how Mary Ainsworth's research further informs ideas on attachment theory, etc.	• Printed worksheets	Class (individ pairs) homew
37.	E2.1.3	Emmerson and Schaffer and the four stages of development	Questions on Emerson and Schaffer's research into the development of multiple attachments.	• Printed worksheets	Class o homew
38.	E3.2	What do we mean by the terms 'self-esteem', 'self-image', 'self-concept' and 'self-confidence', and what is the role of adults and the environment in fostering positive outcomes?	Create definitions and answer questions on the concepts of self-esteem, self-image, self-concept and self-confidence, and the role of adults and the environment in fostering positive development in this area.	• Printed worksheets	Homew class (
39.	E3.2	What do we mean by self-est[illegible], a[illegible] [illegible]ear [illegible]and and [illegible]aware of [illegible]eelings of others?	Eith[illegible]ay th[illegible]f-esteem [illegible]o[illegible] the book *Will [illegible]u Fill My Bucket? Daily Acts of Love Around the World* by Carol McCloud and Karen Wells and discuss in class.	• EITHER: A5 or A4 pieces of paper and safety pins (1 for each student). • OR: A copy of *Will You Fill My Bucket? Daily Acts of Love Around the World* by Carol McCloud and Karen Wells	Class

No.	Spec. ref.	Topic title	Activity summary	Equipment	Su
				E. Emotional development from birth up to eight ye	
40.	E3.3 E3.4	What does transition mean? How does it affect children, and what can adults do to prepare for an effective transition?	Define the concept and effects of transition and how this may affect children.	• Printed worksheets	Clas grou
41.	E3.4	Supporting n i. ing anding and g to control their feelings	...ons on routines, consistent approach and the role of the adult. Plus, students to research educational resources adults can use to support children in different age groups.	• Printed worksheets	Hom
				F: Social development from birth up to eigh	
42	F1.1	Normative milestones of social development	Categorise development milestones into the expected age brackets.	• Printed worksheets	Clas hom
43	F2.1.2 F2.1.3 F2.1.4	Creating and maintaining relationships	Video showing children discussing 'What makes a good friend' followed by question worksheet.	• Printed worksheets • Internet access for video clips	Clas grou
44	F2.3 F2.4	Social norms and behaviour	Questions and scenarios worksheet.	• Printed worksheets	Clas grou
45	F3.1.1 F3.1.3	What do you know about the theories of B F Skinner and Albert Bandura	Multiple-choice questions on Skinner and Bandura.	• Printed worksheets	Clas grou hom
46	F3.2	Bronfenbrenner's bioecological systems theory of social development	Make a model of Bronfenbrenner's bioecological model ... development and ... that would impact ... learning and development.	Differently coloured card • Hole punch • Split pins or string/wool to connect the circles • Printed worksheets for template	Clas
47	A1.4 C3 D3 E2 F3	...the theory	Catch-all consolidation task. Match the theorist or theory relating to children's learning and development to the quotation.	• Printed worksheets	Clas hom

Activity 1: Growth and Develop

Teacher's Notes

Spec area:	A1.1.1 Definitions of growth and development		
Suggested use:	Plenary/class activity (Small groups)	**Timing:**	20–30 mins
Aim:	Consolidate learning around the definitions and terminology attac		
Teacher's instructions:	This game can be played in a variety of ways. 1. Print out the student worksheet with the missing terms, one for student. Teacher reads the word to be defined and students complete the table. 2. Teacher designates random pairs, one student to be the 'teac and write in the answers. Swap papers between pairs for marking afterwards. 3. Matching pairs game. Two sets of cards, one with the words to defined and one with the definition. For a small group of 5–6 pla All the cards are placed face down on the table and students tak to match card pairs. One student to be the 'quiz master' with the answer sheet to ensure pairs are correct. 4. Simply match the letters to the numbers as shown below in the answers.		

Answers to Definitions

Term	Description
m) neuroscience	1. Study relating to brain development.
t) centile	2. Chart showing height, weight and head circumference
f) axon	3. Neurotransmitter that can be several metres long and th
q) cephalocaudal	4. This term refers to the development of the body from
e) fine motor skills	5. Coordination and movement of the fingers, wrists, han
v) cerebral cortex	6. This is the highest level of the brain. It is divided into t hemispheres and involves various and specialised 'high feeling and behaviour.
h) child	7. Refers to aged 3 years to 7 years 11 months.
a) chromosome	8. A strand of DNA that is encoded with genes.
b) dendrite	9. Receptor for electrical stimuli in the brain.
c) development	10. This term refers to how we acquire skills. It happens complex; for example, a child will learn to sit before th
s) embryo	11. The third stage in the development of the unborn child different functions, forming internal organs, arms and fertilisation until the end of the eighth week of pregna
w) foetus	12. The fourth stage in the development of the unborn chi
g) gene	13. Part of the DNA molecule that controls characteristics
i) growth	14. The physical increase in weight, height (or length for a b
j) infant	15. A child in the earliest stage of life, generally defined as
u) gross motor skills	16. Coordination and movement of arms, legs and torso.
x) myelination	17. Insulating process of the axons that helps nerve impul through to adulthood.
k) holistic	18. Areas of development are interdependent.
l) neuron	19. A nerve cell that handles information processing.
n) ovum	20. A mature female reproductive cell or gamete that, afte due to form an embryo.
o) prenatal	21. Before birth.
p) proximo	22. Development of the body from the core to the periphe
d) sperm	23. A male gamete.
r) synapse	24. This is the small gap between neurons where connecti take place.

Student Activity Sheet: Activity

Match each of the following terms to the descriptions:

a) chromosome	b) dendrite	c) development	d) spe
f) axon	g) gene	h) child	i) gro
k) holistic	l) neuron	m) neurogenesis	n) ovu
p) proximodistal	q) cephalocaudal	r) synapse	s) emb
u) gross motor skills	[illegible] cortex	w) foetus	

Term	Description
	1. Study relating to brain development.
	2. Chart showing height, weight and head circumference develo
	3. Neurotransmitter that can be several metres long and that conn
	4. This term refers to the development of the body from the to
	5. Coordination and movement of the fingers, wrists, hands, fee
	6. This is the highest level of the brain. It is divided into two he involved in various and specialised 'higher-order' functions o
	7. Person aged 3 years to 7 years 11 months.
	8. A strand of DNA that is encoded with genes.
	9. Receptor for electrical stimuli in the brain.
	10. This term refers to how w[illegible] skills. It happens in a set example, a child will learn to sit before they can stand.
	11. The third stage in the development of the unborn child when [illegible], forming internal organs, arms and legs, etc. Lasts f the end of the eighth week of pregnancy.
	12. The fourth stage in the development of the unborn child.
	13. Part of the DNA molecule that controls characteristics and he
	14. The physical increase in weight, height (or length for a baby) and
	15. A child in the earliest stage of life, generally defined as from birt
	16. Coordination and movement of arms, legs and torso.
	17. Insulating process of the axons that helps nerve impulses trav to adulthood.
	18. Areas of development are interdependent.
	19. A nerve cell that handles information processing.
	20. A mature female reproductive cell or gamete that, after ferti form an embryo.
	21. Before birth.
	[illegible]velopment of the body from the core to the periphery.
	23. A male gamete.
	24. This is the small gap between neurons where connections be take place.

Cards: Activity 1

Study relating to brain development.	Receptor for electrical stimuli in the brain.	Ins… hel…
Chart sh… hei…t, weight and head circu…nce development.	This term refers to how we acquire skills. It happens in a set order, from simple to complex; for example, a child will learn to sit before they can stand.	
Neurotransmitter that can be several metres long and that connects neurons together.	The third stage in the development of the unborn child when cells begin to take on different functions, forming internal organs, arms and legs, etc. Lasts from the time of fertilisation until the end of the eighth week of pregnancy.	
This term refers to the development of the body from the top to the bottom.	The fourth stage in the development of the unborn child.	A … or g… a…
Coordination and …t of the fingers, …hands, feet and …oes.	Part of the DNA molecule that controls characteristics and heredity.	
This is the highest level of the brain. It is divided into two hemispheres. Each hemisphere is involved in various and specialised 'higher-order' functions of thinking, feeling and behaviour.	The physical increase in weight, height (or length for a baby) and head circumference.	De…
Person aged 3 years to 7 years 11 months.	A child in the earliest stage of life, generally defined …m birth up to 2 …s old.	
A strand …A that is encoded with genes.	Coordination and movement of arms, legs and torso.	T… … o…

neuroscience	dendrite
centile	development
axon	embryo
cephalocaudal	foetus
fine motor skills	gene
cerebral cortex	growth
child	infant
chromosome	gross motor skills

Activity 2: Understanding How Physical D
Babies Occurs in Stages

Teacher's Notes

Spec area:	A1.1.1 and A1.1.2 Understanding how physical development in ba		
Suggested use:	Class or homework	**Timing:**	20–30 mins
Aim:	Help students to understand the sequential nature of motor develop		
Teacher's instructions:	Use this as a class or homework activity after looking at the way in which physical development happens. Students to answer the first four questions on the worksheet. The rest of the activity can be run in a variety of ways: 1. Print out one activity sheet for each student. Students may work alone or in pairs, cutting out each sentence in a typically correct order. 2. Students copy out the sentences into their workbooks in a typical correct order. 3. Students simply write numbers next to the sentences to indicate typically correct order. Feed back in class.		

Note: ensure students are aware that development may not always progress in a typical skills are considered to develop sequentially.

Teacher's Answer Sheet

1. What is the difference between growth and development? Growth refers to the physical musculature and cognition that take place over time, at different rates but in a sequence will vary from individual to individual and may occur as a growth spurt. Development learn to use our bodies, link and process information, communicate with others, int
2. There are five areas of development: physical, cognitive, language, social and emo
3. What is the difference between cephalocaudal and proximodistal growth? Cephalocaudal from head to toe, and proximodistal refers to development from the centre (core) to
4. Typical sequential development of motor skills in babies aged 0 to 18 months:
   1. has a rooting and suckling reflex
   2. lifts head and watches a moving object
   3. pushes up onto arms, lifting head when on tummy
   4. holds onto things briefly when placed in their hand
   5. uses mouth to investigate objects: 'mouthing'
   6. rolls over from tummy to back and then from back to tummy
   7. creeping on tummy across the floor using arms and legs to pull and turn
   8. starts weaning
   9. rolls and pushes up into a sitting position
   10. sits upright in a high chair
   11. crawling, supporting body weight on hands and knees
   12. shuffling on bottom across the floor
   13. can hold objects easily, picking them up and putting them down
   14. beginning to develop a pincer grip
   15. gets into a standing position with
   16. stands while holding onto
   17. walks with help
   18. pulls
   19. 'c
   20. us
   21. walks independently
   22. can climb onto furniture or toys

Student Activity Sheet: Activity

1. In your own words, define what the difference is between growth and deve

2. How many areas of development are there? Name them.

3. What is the difference between cephalocaud[illegible] and proximodistal developm

4. Below are 22 physical develop[illegible] skills that you will see during the first 18 [illegible] of a child's life. Place the [illegible] order (from birth to 18 months) either by num[illegible] 1–22 on the activity sheet or by writing in your workbook. The rate at which [illegible] grow and develop is variable, but generally these skills develop sequentially.

Gets into a standing position with help
Starts weaning
Lifts head and watches a moving object
Pushes up onto arms, lifting head when on tummy
Walks with help
Sits upright in a high chair
Holds onto things briefly when placed in their hand
Rolls over from tummy to back and then from back to tu
Can climb onto furniture or toys
'Cruises' using furniture, etc. as a support
Rolls and pushes up into a sitting position
Crawling, supporting body weight on hands and knee
Has a rooting and suckling reflex
Creeping on tummy across the floor using arms and legs to pu
Shuffling on bottom across the floor
Can hold objects easily, picking them up and putting them
Walks independently
Beginning to develop a pincer grip
Stands while holding onto furniture
Pulls up into a standing position by themselves
Uses touch (and sight) more than mouthing to explore the en
Uses mouth to investigate objects: 'mouthing'

Activity 3: Stages and Sequences of D

Teacher's Notes

Spec area:	A1.2.1 Stages and sequences of development		
Suggested use:	Class (small groups) or homework	**Timing:**	20-25 mins
Aim:	To help students to understand the sequential nature of developm		
Teacher's instructions:	• Students to complete the study ... and use as a base for feedback and discussion in class. Print out the student works and distribute ... (either small groups or individuals ask students to ... a similar table in their workbooks. • ... students to consider the different age groups s ... nths, using EYFS ages and stages criteria, and identify t ... or four developmental milestones or areas of development w ... will be taking place at each stage.		

Teacher's Answer Sheet

Children's growth and development is a holistic process which is not precise. Every c ... to discuss the difference between the terms 'growth' and 'development' before startin

Growth refers to an increase in physical size, such as height, weight and head circum ... with development, which is the process of developing and retaining skills.

Development is the process of acquiring new skills. It proceeds in a set order, startin ... progressing to more complex ones. Previously, child development psychologists cons ... is closely linked to brain development, i.e. as the brain gets bigger and better the bod ... complex physical behaviours (neuro-maturational theory). An example of this would ... cannot post a shape into a sorting box because their brain is not mature enough.

However, new research (Smith L B and Thelen E, 'Development as a dynamic system' *Tr* ... 2003) shows the process is much more complex than that. Smith and Thelen argue that ... as grasping or sitting by using a combination of the senses ... ticular proprioceptive, ... how to do things in their environment. The body, the ... according to dynamic syste ...

The types of development one would ... see at:

Birth to 11 months

- smiles at the sound ... they know
- turns he... the ... is stroked
- eyes w... ...w you around the room
- can fol... ...s into the palm of their hand to grasp an object
- sucking and swallowing reflexes
- if held upright on a flat surface with the soles of their feet touching it, will attem ...
- explores and examines an object using both hands and mouth
- stretches their arms suddenly and then brings them in if they feel they are fallin ...
- lifts and holds head up when lying on tummy
- while lying on back, reaches with both hands to play with feet
- recognises and reacts to the voice and smell of the mother
- will have different cries to show if they are hungry or uncomfortable
- holds head steady (4 months)
- rolls over and sits up (6–8 months)

8–20 months

- holds and drinks from a bottle
- places dummy in mouth
- begins to eat thicker pureed and mashed foods
- enjoys chewing toys that can massage sore and swollen gums during teething
- tries to get attention in a variety of wa...
- becomes wary of strangers (9 ... +)
- starts to move around in ... et... ways such as crawling or shuffling, cruising ...
- can roll over and ... on...
- can fee... se... st with finger foods, later using a spoon
- can pic... t down and arrange different objects
- enjoys t... game of dropping things on the floor so someone else can pick them ...
- waves 'bye bye' and points at things with their fingers
- starts to communicate by babbling and saying two-syllable words like 'dada'
- becomes upset if left with people they do not know
- recognises who their main carers are and will greet them when they appear

16–25 months

- holds and drinks from a sippy cup or an ordinary cup
- plays alongside others
- plays simple cooperative games with a familiar adult, such as rolling a ball back
- walks unaided or with little support
- communicates in telegraphic sentences (simple 2–4 word sentences that only h
  apple', 'red car' (said while crying and/or pointing as they want it)
- combines sounds, words and gestures to communicate
- responds to questions and repeats words

22–36 months

- joins in with others' play
- can play in a group a
- starts to id
- enjoys
- starts t
- starts to use pronouns correctly in speech
- can drink from a cup, and eat with a spoon and fork
- understands 'mine' and 'yours'

30–50 months

- is able to do several gross physical movements, such as running and pedalling a
- can walk up and down stairs using alternate feet (i.e. not one tread at a time)
- can jump with two feet
- is able to use the toilet independently
- speaks clearly, often in complete sentences, but sometimes making grammatica
- knows that boys and girls are different
- is able to play together with other children when they want to
- can build tall towers of nine or more blocks
- can undo buttons, pop poppers and thread beads
- enjoys imaginative play scenarios using role play and dressing-up
- likes to look at books and pretend reading
- enjoys using paints and other mixed media
- will learn to write their initial, and mayb
- can understand a two-part reque

40–60 months

- moves
- shows
- can play
- curious and inquisitive, often asking questions
- speaks clearly and in more complex sentences
- can tell stories about their own experiences
- throws underhand
- imaginary fears of the dark, loss of parent, etc.
- knows their own name and address

60+ months

- throws a ball overarm and underarm
- is able to control a ball when kicking it, becoming more interested in games such
- can hop on one leg
- can skip from one foot to the other, forwards and sideways
- can ride a two-wheeled bike
- can thread a needle, or small beads onto a string
- can control fine motor movements to form lette
- is able to cut out complex shapes, followi
- makes more complex drawings a
- understands how to take t
- understands the id
- unders
- imagin
- can rea
- will start to choose between friends and have a 'best' friend
- may have worries about not being liked, or being excluded from a friendship gro
- developing a longer attention span
- developing an understanding of abstract concepts such as time or money

Student Activity Sheet: Activity

Complete the table below with three or four developmental milestones or areas o
taking place for each age group.

Birth to 11 months * * * *	**8–20 months** * * * *
16–25 months * * * *	**22–36 months** * * * *
30–50 months * * * *	**40–60 months** * * * *
 **60+ months** * * * *	

Student Activity Sheet: Activity

Complete th e below with three or four developmental milestones or areas o
taking place for each age group.

Birth to 11 months * * * *	**8–20 months** * * * *
16–25 months * * * *	**22–36 months** * * *
30–50 months * * * *	**40–60 months** * * * *
 months * * * *	

Activity 4: The Difference between Gr
Motor Development Skills

Teacher's Notes

Spec area:	A1.3.1 The difference between gross and fi motor development		
Suggested use:	Class activity	**Timing:**	20–30 mins
Aim:	To help students under h ve mean when we talk about g		
Teacher's instructions:	Watch one or t o o h owing YouTube clips showing children – prefe doors and one outdoors – or do this activity afte o al trip to a nursery: Go to zzed.uk/1284 **zzed.uk/12842-Activity4-V1** Video showing pre-schooler and toddler playing with bricks **zzed.uk/12842-Activity4-V2** Video showing toddlers playing on a stair and slide in nursery **zzed.uk/12842-Activity4-V3** – EYFS video clips Randomly put the students in pairs. Print out enough activity sheets s one for each pair or provide them with a template to write in their wo Ask students to make a list of gross motor and fine motor skills, and p resources that would help children develop these skills. Use as a foun for discussion in class about physical development and how the learn environment is as important as the social and emotional environmen		

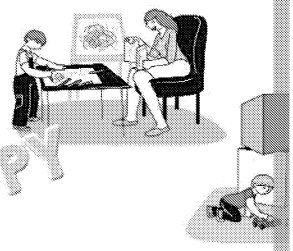
Answers: Some examples of fine and gross motor skills and types of resources that c (the list is endless).

Age	Gross Motor Skills	Fine Motor Skills
1–11 months	wave, shake, twist, turn, squeeze, poke, sit up, kick feet, stretch u	gr b, h l, pick up, drop/let go, tick tongue out, point
8–20 months	roll, crawl, st ms, attempts n o h stiff posture, , crawl upstairs and y creep back down	build a tower of two blocks, use hands to hold a toy, feed themselves (fingers or spoon), pull off socks, drink from sippy cup, push buttons, post things through large opening
16–25 months	throw underhand, paint or draw using whole arm movement, squat down, sit down on small chair, walk independently, start to use ride-on toys, kicking to move them, pull a toy behind them when walking	put on hat, build a tower with 4–6 blocks, thread rings, turn pages of a book, two or three at a time, scribble, turn knobs, post shapes into shape sorter, hold crayons using thumb and fingers
22–36 months	pedal, jump, run, walk up and down the stairs holding hands, jump down and forwards, squat to play, stand on tiptoe, with support, kick a ball forwards, catch a large ball with arms outstretched	begin to string large beads, can undo Velcro ties, will copy lines and circles, fold paper in half, put tog a ge linking blocks
30–50 months	throw and catch, walk up using alternate fe k downstairs et on same al on one foot, walk on ride a tricycle using the als, catch a ball with arms bent, kick a ball forwards	draw lines, circles and triangles, learn to do zips, buttons and press studs, turn single pages in a book, cut with scissors, dress themselves with some help

Age	Gross Motor Skills	Fine Motor Skills
40–60 months	balance on one leg, learn to ride a two-wheeled bike, skip with alternate feet	developing pencil grip allowing for letter and number formation, cut along a line, start to draw recognisable pictures, learn to spread butter on bread, can dress themselves with little help, can pour from a jug, can roll out dough
60+ months	learn to do handstands and cartwheels, for example, have balance and can use a skipping rope and do hopscotch, ride a two-wheeled bike easily, may be able to roller-skate	build with small linking blocks, develop writing skills, i.e. can write within the lines, can eat with knife and fork, can accurately cut and stick

Student Activity Sheet: Activity

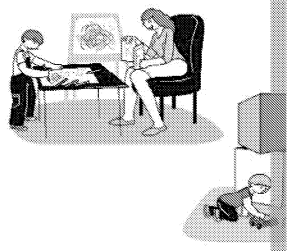
What gross and fine motor skills develop as children grow? Complete the table below with as many different things as you can think of. In the last column try to list the types of toys, interactions, etc. that would help children develop these skills at each different stage.



Age	Gross Motor Skills	Fine Motor Skills
1–11 months		
8–20 months		
16–25 months		
22–36 months		
30–50 months		
40–60 months		
60+ months		

Student Activity Sheet: Activity

What gross and fine motor skills develop as children grow? Complete the table below with as many different things as you can think of. In the last column try to list the types of toys, interactions, etc. that would help children develop these skills at each different stage.



Age	Gross Motor Skills	Fine Motor Skills
1–11 months		
8–20 months		
16–25 months		
22–36 months		
30–50 months		
40–60 months		
60+ months		

Activity 5: Cognitive Skills Develo

Teacher's Notes

Spec area:	A1.3.2 Cognitive skills development			
Suggested use:	Class (small groups or pairs)	**Timing:**	15–20 mins	**As**
Aim:	To help students understand what is meant by the term 'cognitive to the terms 'reasoning', 'understanding', 'memory', 'problem-solv			
Teacher's instructions:	Print out a copy of the activity sheet for each student or ask them t write their answers for each numbered milestone in their workboo Arrange students randomly in small groups of 4–6, or in pairs. Stu sh[illegible] create their own definition for cognitive development and t complete the worksheet by adding the cognitive ability that each milestone addresses to the final column. Discuss/mark in class.			

Suggested answers overleaf.

Suggested Answers

Definition: Cognitive development is a lifelong process, whereby we construct our kn
thinking skills, problem-solving skills and intelligence, through interaction with the e

	Cognitive Milestone	A (mo
1.	develop focus (can see objects 30 cm	0-
2.	understand difference betw and inanimate objects	0-
3.	play alongside other	0-
4.	recogni caregivers	0-
5.	can t ifference between sweet, salty, bitter and sour tastes	0-
6.	respo d imitate facial expressions of other people	0-
7.	react to familiar sounds	0-
8.	gaze longer at things they know are 'impossible'	0-
9.	focus on moving objects	0-
10.	understand the relative size of an object shows how far away it is	0-
11.	object permanence, i.e.an object continues to exist even though it cannot be seen	8-
12.	likes looking at pictures	8-
13.	imitate and respond to adults and carers	8-
14.	manipulate objects, turning them over and trying to put them into each other	8-
15.	start to understand and respond to single words	8-
16.	can point out familiar objects and people in immediate environment or in a picture book	16
17.	know the difference between 'me' and 'you'	16
18.	imitates the actions and language of adults	16
19.	curious, 'learning through exploration'	16
20.	identify their own reflection in the mirr	22
21.	can carry out simple direction and caregivers	22
22.	can name objects in a p	22
23.	start imaginary play, imitating more complex adult actions	22
24.	can id objects that are similar	22
25.	sort o y simple category, e.g. tree, flower, animal	22
26.	stack rings on a peg in order from largest to smallest	22
27.	learning by observing and listening to instruction	30
28.	developing a moral and cultural understanding rooted within the family	30
29.	enjoy playing together with others outside of the home	30
30.	can organise, match and group objects	30
31.	asking why and demanding explanations all the time	30
32.	enjoy playing together with others	30
33.	can read simple books	40
34.	developing language skills involving vocabulary, rhyme, syntax	40
35.	can create drawings of people and things	40
36.	developing an understanding of past and present	40
37.	beginning to decode letters, sounds, numbers, quantities, seriation, etc.	40
38.	developing an understanding of right and wrong, fair and unfair, but not yet able to fully empathise	40
39.	understanding of time and sequence of time	6
40.	can hold a conversation on a partic ect	6
41.	improved short- and long-te y	6
42.	able to understand t or others and take it into account	6
43.	has a b u ng of moral and cultural codes, i.e. what is right, fa unfair in a wider social context	6
44.	empat ore with others	6
45.	can multitask or focus on several aspects of a problem at a time	6
46.	understand that things are not necessarily as you see them (conservation)	6
47.	can plan use of time	6
48.	can write simple sentences and copy adult writing	6

Student Activity Sheet: Activity

In your groups or pairs, create a definition for cognitive development. Then, com
the table by adding the age in months (0–11 months, 8–20 months, 16–25 month
36 months, 30–50 months, 40–60 months, 60+ months) at which each milestone
be seen. In the last column use the letters; Concentration (C), Reasoning (R),
Understanding (U), Memory (M) and Problem-solving (P) to show which ability is
involved in each milestone. Some milestones will have more than one ability.

Make up your own definition for cognitive development using the sentence starte

	Cognitive Milestone
1.	develops (sees objects 30 cm away)
2.	understands difference between animate and inanimate objects
3.	play alongside others
4.	recognise the faces of caregivers
5.	can tell the difference between sweet, salty, bitter and sour tastes
6.	respond to and imitate facial expressions of other people
7.	react to familiar sounds
8.	gaze longer at things they know are 'impossible'
9.	focus on moving objects
10.	understand the relative size of an object shows how far away it is
11.	object permanence, i.e.an object continues to exist even though it cannot be seen
12.	likes looking at pictures
13.	imitate and respond to adults and carers
14.	manipulate objects, turning them over and trying to put them into each other
15.	start to understand and respond to single words
16.	can point out familiar objects and people in immediate environment or in a picture b
17.	know the difference between 'me' and 'you'
18.	imitates the actions and language of adults
19.	curious, 'learning through exploration'
20.	identify their own reflection in the mirror by name
21.	can carry out simple directions from parents and caregivers
22.	can name objects in a picture book
23.	start imaginary play by imitating more complex adult actions
24.	can identify objects that are similar
25.	sort objects by simple category, e.g. tree, flower, animal
26.	stack rings on a peg in order from largest to smallest
27.	learning by observing and listening to instruction
28.	developing a moral and cultural understanding rooted within the family
29.	enjoy playing together with others outside of the home
30.	can organise, match and group objects
31.	asking why and demanding explanations all the time
32.	enjoy playing together with others
33.	can read simple books
34.	developing language skills involving vocabulary, rhyme, syntax
35.	can create drawings of people and things
36.	developing an understanding of past and present
37.	beginning to decode letters, sounds, numbers, quantities, seriation, etc.
38.	developing an understanding of right and wrong, fair/unfair, but not yet able to fully empathise
39.	understanding of time and sequence of events
40.	can hold a conversation on a particular subject
41.	improved short- and long-term memory
42.	able to understand viewpoint of others and take it into account
43.	has a developing understanding of moral and cultural codes, i.e. what is right/wrong, fair/unfair in a wider social context
44.	empathises more with others
45.	can multitask or focus on several aspects of a problem at a time
46.	understand that things are not necessarily as you see them (conservation)
47.	can plan use of time
48.	can write simple sentences and copy adult writing

Activity 6: How Language Development i other Areas of Learning in the Early Years F

Teacher's Notes

Spec area:	A1.3.3 How language development is supported by other areas of l Foundation Stage		
Suggested use:	Class (six groups)	**Tim g:**	25–30 mins
Aim:	To show the holistic nat e l rning and development in early c		
Teacher's instructions:	If necessary, in the p e y, inform students of the Early Years Fou (EYFS) a i s en areas of learning. Cl s tivity. Arrange students randomly into six small groups. Us reas of learning other than language development, assign each grou students time to brainstorm how verbal and non-verbal language de supported by the EYFS areas of learning, i.e. personal, social and em development; physical development; literacy; mathematics; unders and expressive arts and design. Students should include at least one children would be supported. Once the activity is completed, each g present their findings to the class. Students make their own notes in Allow 5–10 minutes for brainstorming plus 20 minutes for feedba		

Suggested Answers

Personal, social and emotional development:
- talking about feelings, likes, dislikes, empathy, sympathy, care of self and others
- making relationships; conversations; group and social understanding; friendships
- understanding social and cultural norms regarding behaviour and self-control
- communication in play – sharing, workin together, leading, following, negoti ing
- EAL – use of picture cues t h p's u understanding, cha s m es, etc.

Physical de nt
- movin ll spaces, being aware of others in the imm ate vicinity
- understanding how and why tools can be used for specific purposes
- learning what different movements are called and understanding why we make them, e.g. throwing a ball to initiate a game of catch
- health and self-care; understanding about hygiene, nutrition, what to wear and when
- understanding safety and helping others stay safe
- EAL – encourage child to take part by leading by the hand to the activity
- EAL – talk about what the child is doing, e.g. 'Good jumping, Katya!'

Expressive arts and design:
- imagination, creative language, songs, rhymes, storyline in play, pretending, dressing-up
- understanding what different me i an used for
- describing textures olours, sounds, pictures, smells, v st usical instruments
- EAL – running commentary as a child paints o ws; naming colours, shapes, etc.

Literacy:
- reading, holding books understanding the purp
- phonemic awareness, a
- writing, sequencing a s mes, chants, songs
- un erstanding that the e.g. Russian, Chinese, T
- understanding that ma understood by others
- EAL – use multi-langua
- EAL – encourage child own language and then
- EAL – have multilingua easily be translated) fo speakers to share them mixed-language story t

Mathematics:
- mathematical language measure, volume, area calculation
- numbers and what the sequencing, comparing
- problem-solving
- EAL – learn how to cou provide the number sy the numbers in English
- EAL – do the same as a

Understanding the world:
- where we live, our com context, significant eve
- the world around us, fl architecture, transport
- technology/ICT, under equipment and why w completing a programm
- EAL – invite members o into the setting and sha

Activity 7: What's the Difference betw
Communication and Langua

Teacher's Notes

Spec area:	A1.3.3 What's the difference between sp… communication and l		
Suggested use:	Class	**Timing:**	15–20 mins
Aim:	To understand the diff… between the words 'speech', 'langua…		
Teacher's instructions:	Print out a c… of the activity sheet for each student, these could a… be ch… pairs. This activity can be run in a variety of ways, either individually or in pairs. 1. Ask students to read the sentences/explanations on the activity sheet and link them either to the 'Communication', 'Speech' or 'Language' bubble, using a differently coloured pen for each bu… 2. Ask students to read the sentences/explanations on the activi… sheet and categorise them into 'Communication', 'Speech' or 'Language', using a differently coloured highlighter for each category. Make a key by also highlighting the bubble heading… with these colours. 3. Alternatively, students could categorise the sentences in a ta… their workbooks under the three headings: 'Communication', 'Speech' or 'Language', either by writing down the number o… by copying out the full sentences. Feed back in class.		

Answers

Speech refers to what we do and:
2. is said without hesitati… …ing or repetition
3. provides in…form…
4. shows …me…e is feeling, either themselves or about something
5. is impo… …d relevant to those who are listening.
10. tells you something that is interesting
19. is clearly spoken, using words that are easy to understand

Language refers to how we do it, i.e. talking and understanding, and is:
1. knowing which words to use when and where
6. how words are placed together in a certain way to create sentences that can be u…
9. using certain syntax, grammar and speech rules
17. understanding what is being said
13. initiating conversations
14. telling stories
18. giving instructions.

Communication refers to how we interact with others and is:
8. decoding the body language and facial expressions o… …er people
7. having good and comfortable eye contact with …ne …on you are having a conve…
11. the ability to continue, finish or interr… …nversation in a socially adept way
12. empathy and understanding t… p… …view of another person
15. how we understand … …estures, and the meaning behind them
16. taking pa… a … …ion and knowing when and when not to talk

Student Activity Sheet: Activity

Knowing that speech refers to what we do, language refers to how we do it and co
interact with others, look at each sentence and decide whether it is referring to co
Using a different colour for each bubble, draw a line between the bubble and sente

1. knowing which words to use when and where
2. said without hesitation, stuttering or repetition
3. provides information
4. shows how someone is feeling, eith[illegible]elves or about something
5. is important and relevant [illegible]hos[illegible]vho are listening
6. how words are pla[illegible]g[illegible]her in a certain way to create sentences that ca
   be und[illegible]d
7. having [illegible]nd comfortable eye contact with the person you are having a
   conversation with
8. decoding the body language and facial expressions of other people
9. using certain syntax, grammar and speech rules
10. tells you something that is interesting
11. the ability to continue, finish or interrupt a conversation in a socially adept way
12. empathy and understanding the point of view of another person
13. initiating a conversation
14. telling stories
15. how we understand words and gestures, and the meaning behind them
16. taking part in a conversation and knowing when and when not to talk
17. understanding what is being said
18. giving instructions
19. clearly spoken, using words that are easy to understand

Student Activity Sheet: Activity

Knowing th[illegible]ech[illegible]to what we do, language refers to how we do it and co
interact wit[illegible]s, look at each sentence and decide whether it is referring to co
Using a diffe[illegible]colour for each bubble, draw a line between the bubble and sente

1. knowing which words to use when and where
2. said without hesitation, stuttering or repetition
3. provides information
4. shows how someone is feeling, either themselves or about something
5. is important and relevant to those who are listening
6. how words are placed together in a certain way to create sentences that ca
   be understood
7. having good and comfortable eye contact with the person you are having a
   conversation with
8. decoding the body language and facial expressions of other people
9. using certain syntax, grammar and speech rules
10. tells you something that is interesting
11. the ability to continue, finish or interrupt [illegible]on[illegible]sation in a socially adept way
12. empathy and understanding [illegible]e[illegible]of view of another person
13. initiating a conversa[illegible]
14. telling st[illegible]s
15. how w[illegible]rstand words and gestures, and the meaning behind them
16. taking p[illegible]in a conversation and knowing when and when not to talk
17. understanding what is being said
18. giving instructions
19. clearly spoken, using words that are easy to understand

Activity 8: Social and Emotional Dev
– What's the Difference?

Teacher's Notes

Spec area:	A1.3.4 and A1.3.5 Social and emotional d[illegible]opment – what's the d		
Suggested use:	Class or homework	**Timing:**	20 mins
Aim:	To understand the diff[illegible]tween social development and em		
Teacher's instructions:	Print out a copy of the activity sheet for each student, these could a[illegible] be cha[illegible]pairs. Ask students to create their own definition for social and emotiona[illegible] development as separate entities. Then, ask students to label each statement with 'social' or 'emotio[illegible] development. Alternatively, students could categorise the statements in a table i[illegible] their workbooks, either by writing down the number only, or by copying out the full statements. Ask students to feed back in class.		

Suggested Answers

Definitions:

- Emotional development refers to how children learn to express different emotio[illegible] they learn to empathise with and interpret the feelings of others.
- Social development refers to a child's understanding of the cultural and social env[illegible] have to conform to certain rules, traditions and stan[illegible]rder to become an i[illegible]

	Statement
1.	Point at objects, babbling or [illegible]attention in other ways
2.	Afraid of strangers
3.	Becom[illegible]ry [illegible]evented from doing something
4.	Wave[illegible]nd goodbye
5.	Fightin[illegible]er toys
6.	Able to play alongside peers
7.	Find changes in routine unsettling and upsetting
8.	Get frustrated when things are difficult to do, e.g. put on socks
9.	Separation anxiety from main carer or person they know well
10.	Associative play or play with others
11.	Have a sense of empathy and relate to the feelings of others
12.	Have no fear of anything (temperament)
13.	Cry when upset, hurt, angry, etc.
14.	Start to have a simple sense of humour and will tell jokes
15.	Able to share
16.	Can describe in words how they are feeling
17.	Can cooperate with others and obey instructions
18.	Be jealous of siblings and friends
19.	Have different expressions for different [illegible]ot[illegible]s, e.g. scowling when upset
20.	Like to play peekaboo
21.	Will let themselves be [illegible]ted
22.	Start to project [illegible]as into their own self-image, e.g. I am good, bad, pretty
23.	Hold [illegible] a[illegible]ty in new situations (temperament)
24.	Able t[illegible]hers what they want
25.	Use dolls and other toys to play out their own experiences
26.	Self-regulating – controlling reactions in a socially acceptable way

Student Activity Sheet: Activity

The term 'social and emotional development' is often used as an umbrella term, because the two go very much hand in hand. Using your knowledge of child development, how would you define the terms separately?

Make up your own definitions for emotional and social development using the sentence starters below:

- 'Emotional development is...'
- 'Social development is...'

Once you have done this, decide whether each statement in the table shows social

1.	Point at objects, babbling or attracting attention in other ways
2.	Afraid of strangers
3.	Become angry when prevented from doing something
4.	Wave hello and goodbye
5.	Fighting over toys
6.	Able to play alongside peers
7.	Find changes in routine unsettling and upsetting
8.	Get frustrated when things are difficult to do, e.g. put on socks
9.	Separation anxiety from main carer or persons they know well
10.	Associative play or play with others
11.	Have a sense of empathy and relate to the feelings of others
12.	Have a fear of anything (temperament)
13.	Cry when upset, hurt, angry, etc.
14.	Start to have a simple sense of humour and will tell jokes
15.	Able to share
16.	Can describe in words how they are feeling
17.	Can cooperate with others and obey instructions
18.	Be jealous of siblings and friends
19.	Have different expressions for different emotions, e.g. scowling when upset
20.	Like to play peekaboo
21.	Will let themselves be comforted
22.	Start to project outside themselves to their own self-image, e.g. I am good, bad, pretty
23.	Hold back and shy in new situations (temperament)
24.	Able to tell others what they want
25.	Use dolls and other toys to play out their own experiences
26.	Self-regulating – controlling reactions in a socially acceptable way

Activity 9: Development Skills Bing

Teacher's Notes

Spec area:	A1.3.1 and A1.3.5 Development skills				
Suggested use:	Class (small groups)	**Timing:**	15–20 mins	**Assessment**	
Aim:	To consolidate students' understanding of typical development re cognitive, language and physical skill				
Teacher's instructions:	Print out and lamin[illegible] bingo sheets and cards. Cut out the skill Each age group/category has been indicated on the cards with a di symbol to make matching easier: 0–1 years: heart, 1–3 years: pent years: star, 5–8 years: triangle. Game to be played in groups of seven (six players and one caller) o whole class with the teacher as the caller. *Playing the game:* The caller reads out a skill card. Players respond by calling out the they think the skill is for. The quickest player to call out the correct group is given the card and places it on their bingo sheet in a squar the same symbol (heart, pentagon, star or triangle). If nobody gues correctly the card is placed back into the caller's pile. The winner student who has covered all their squares on the bingo sheet.				

Answers

The age groups for this game have been simplified:

0–1 is shown by a heart 

1–3 is shown by a pentagon 

3–5 is shown by a triangle 

5–8 is shown by a star 

The statements per age group are as follows. Some blank cards have been left on the add statements if you wish, two for each age group.

0–1 years

1. At this age a child will babble.
2. At this age a child has rooting and sucking reflexes.
3. At this age a child will start to show a fear of strangers.
4. At this age a child recognises their mother's voice.
5. At this age a child can sit up by themselves.
6. At this age a child can shuffle or crawl around.
7. At this age a child will imitate facial expressions.
8. At this age a child will turn their head to hear sound
9. At this age a child will grasp intuitively if you stroke the palm of their hand.
10. At this age a child will pick up and drop objects.
11. At this age a child will 'cruise'.
12. At this age a child will explore most objects by putting them in their mouth.
13. At this age a child will roll over.
14. At this age a child will say simple sounds such as 'da-da'.
15. At this age a child will smile at parents and carers.
16. At this age a child will like to play peekaboo.

1–3 years

1. At this age a child will walk unaided.
2. At this age a child will easily get frustrated and have temper tantrums.
3. At this age a child will speak in holophrases.
4. At this age a child will start to use telegraphic speech.
5. At this age a child will be able to jump with two feet.
6. At this age a child will be able to partially dress themselves.
7. At this age a child will be able to do simple peg puzzles.
8. At this age a child will be able to build a tower of [illegible] connecting bricks.
9. At this age a child will be able to paint with their fingers.
10. At this age a child will be able to [illegible] play dough.
11. At this age a child will be able to ride a wheeled bike without pedals.
12. At this age a child will be able to play alongside peers.
13. At this age a child will be egocentric.
14. At this age a child will become aware of gender difference and whether they are
15. At this age a child understands 'mine' and 'yours'.
16. At this age a child likes to copy adults in their daily routines, such as cleaning.

3–5 years

1. At this age a child will be able to ride a trike with pedals.
2. At this age a child will be able to hop on one foot.
3. At this age a child will play together with peers.
4. At this age a child will initiate imaginary games and role play.
5. At this age a child will start to mark-make with meaning.
6. At this age a child will be able to count first to 5 and then to 10.
7. At this age a child will be able to recognise their own name.
8. At this age a child will be speaking in complete sentences.
9. At this age a child will be able to wait their turn or for their needs to be met.
10. At this age a child will be able to share toys.
11. At this age a child will be able to play simple board games.
12. At this age a child will be able to butter a slice of bread.
13. At this age a child will be able to pour from a jug.
14. At this age a child will be able to hold a book correctly and turn the pages.
15. At this age a child will be able to draw straight lines and simple curved lines with s
16. At the end of this age a child will be able to dress themselves (but may need help

5–8 years

1. At the end of this stage a child can fasten zips, tie laces, etc.
2. At this age a child learns to write in simple sentences.
3. At the end of this stage a child can sit still and concentrate for long periods of tim
4. At this age a child can walk along a narrow beam without holding onto someone
5. At this age a child can understand different kinds of game rules.
6. At this age a child can plan, e.g. what to do when a friend visits.
7. At this age a child understands how to play and finish a computer game or prog
8. At this age a child can coordinate throwing and catching small balls, e.g. tennis b
9. At this age a child will know when something is right or wrong.
10. At this age a child's pictures will clearly show stories or personal experiences.
11. At this age a child's friendships and social circles will become more important.
12. At this age a child often becomes more competitive and wants to excel.
13. At this age a child doesn't mind being away from home and family for short perio
14. At this age a child will be able to read.
15. At this age a child will have friends they consider 'best' friends, although these c
16. At this age a child will be able to make up a story, giving it a beginning, middle an

Student Activity Sheet: Activity 9 (Cal

♡	△	⬠
At this age a child will babble.	At this age a child will walk unaided.	At this age a child will be to ride a trike with pedals.
At this age a child has rooting and sucking reflexes.	At this age a child will easily get frustrated and have temper tantrums.	At this age a child will be able to hop on one foot.
At this age a child will start to show a fear of strangers.	At this age a child will speak in more complex sentences.	At this age a child will play together with peers.
At this age a child reflexes their mouth.	At this age a child will start to use telegraphic speech.	At this age a child will initiate imaginary games and role play.
At this age a child can sit up by themselves.	At this age a child will be able to jump with two feet.	At this age a child will start to mark-make with meaning.
At this age a child can shuffle or crawl around.	At this age a child will be able to partially dress themselves.	At this age a child will be able to count first to 5 and then to 10.
At this age a child will imitate facial expressions.	At this age a child will be able to do simple peg puzzles.	At this age a child will be able to recognise their own name.
At this age a child will turn their head to hear sounds.	At this age a child can build a tower of large connecting bricks.	At this age a child will be speaking in complete sentences.
At this age a child will grasp intuitively if you stroke the palm of their hand.	At this age a child will be able to paint with their fingers.	At this age a child can wait their turn or for their need to be met.
At this age a child will pick up and drop objects.	At this age a child will be able to manipulate play dough.	At this age will be able to share toys.
At this age a child will 'cruise'.	At this age a child will be able to use a wheeled bike without pedals.	At this age a child will be able to play simple board games.
At this age a child will explore most objects by putting them in their mouth.	At this age a child will be able to play alongside peers.	At this age a child will be able to butter a slice of bread.
At this age a child will roll over.	At this age a child will be egocentric.	At this age a child will be able to pour from a jug.
At this age a child will say simple sounds such as 'da da'.	At this age a child will become aware of gender difference and whether they are a boy or girl.	At this age a child will be able to hold a book correctly and turn the pages.
At this age a child will smile at parents and carers.	At this age a child understands 'mine' and 'yours'.	At this age a child will be able to cut straight lines and simple curved lines with scissors.
At this age a child will like to play peekaboo	At this age a child likes to copy adults in their daily routines such as cleaning	At the end of this age a child will be able to dress themselves (but may need help doing fastenings)
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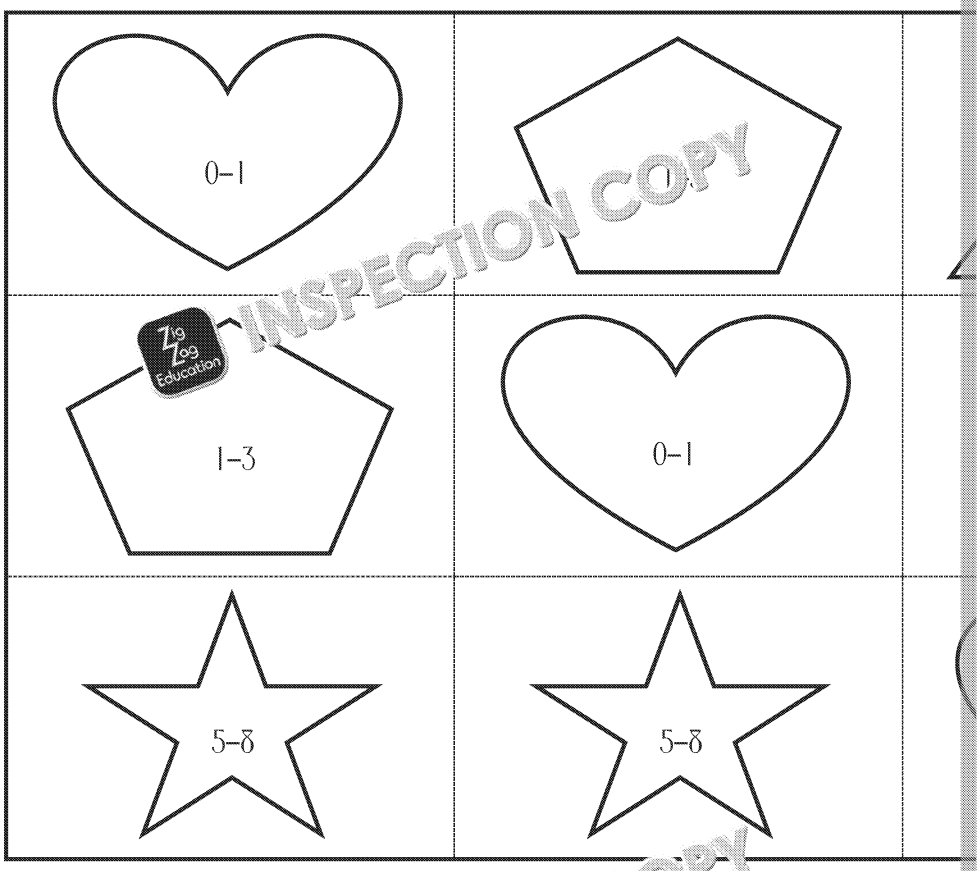
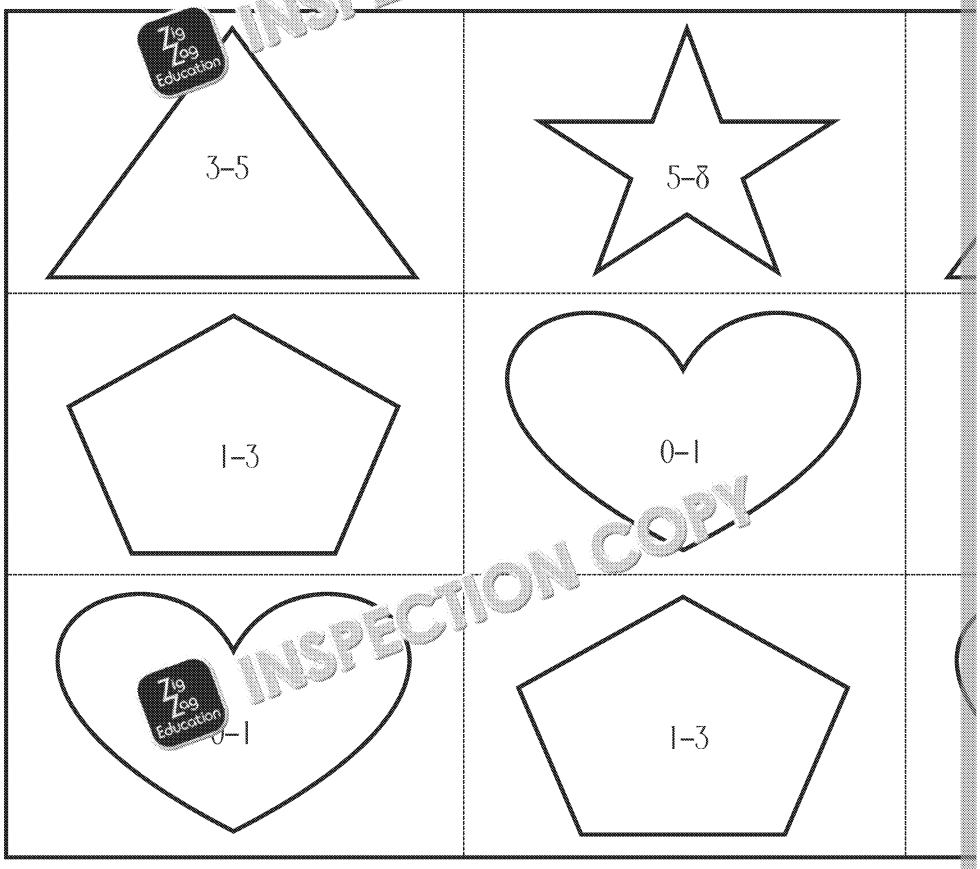
♡	△	⬠

Student activity sheet: Activity 9 (Bingo c





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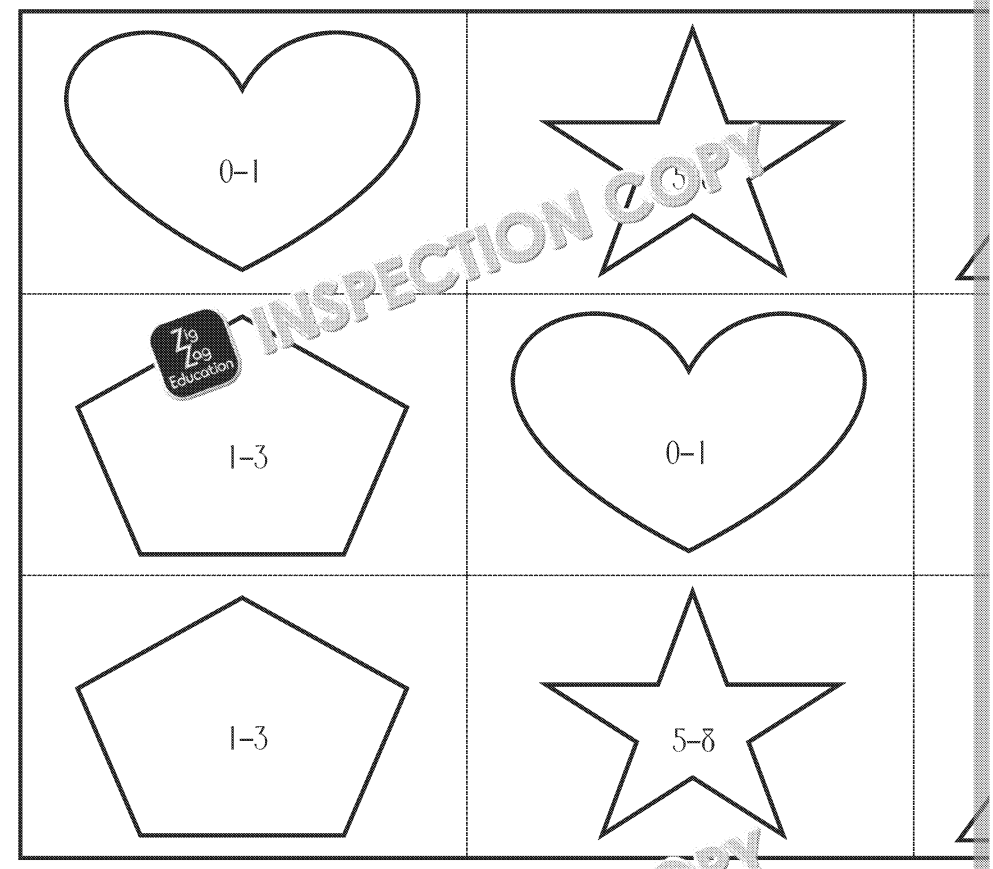

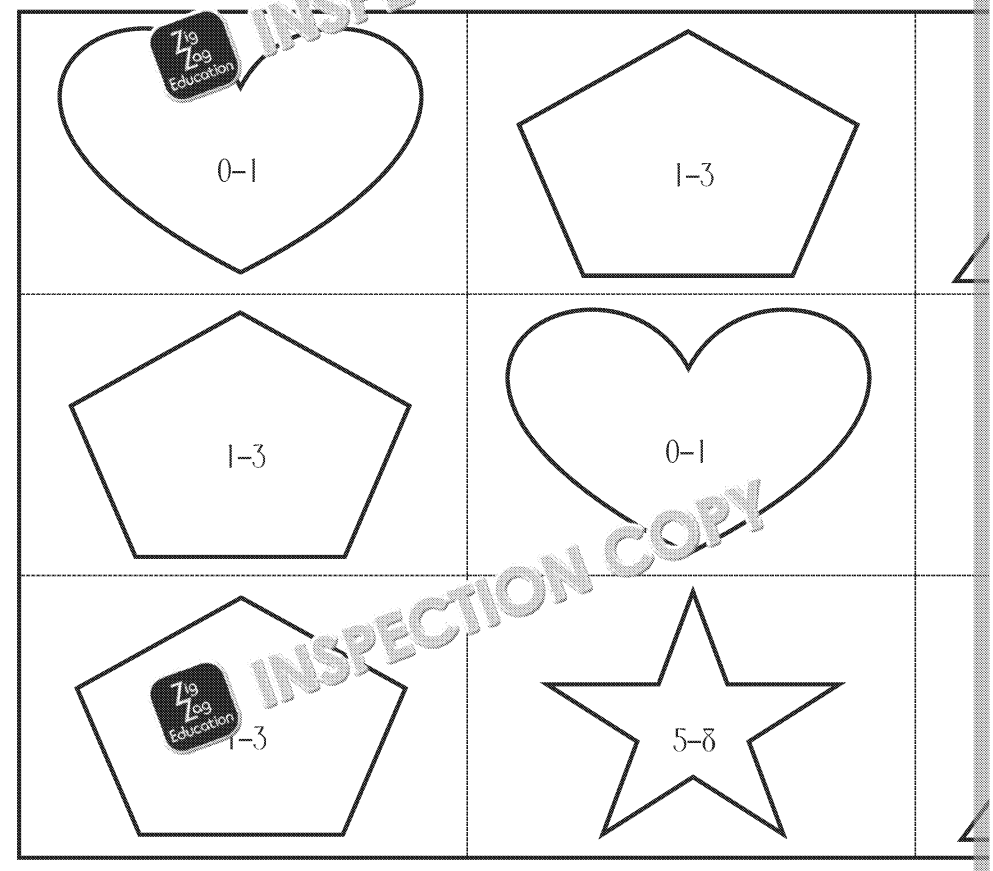

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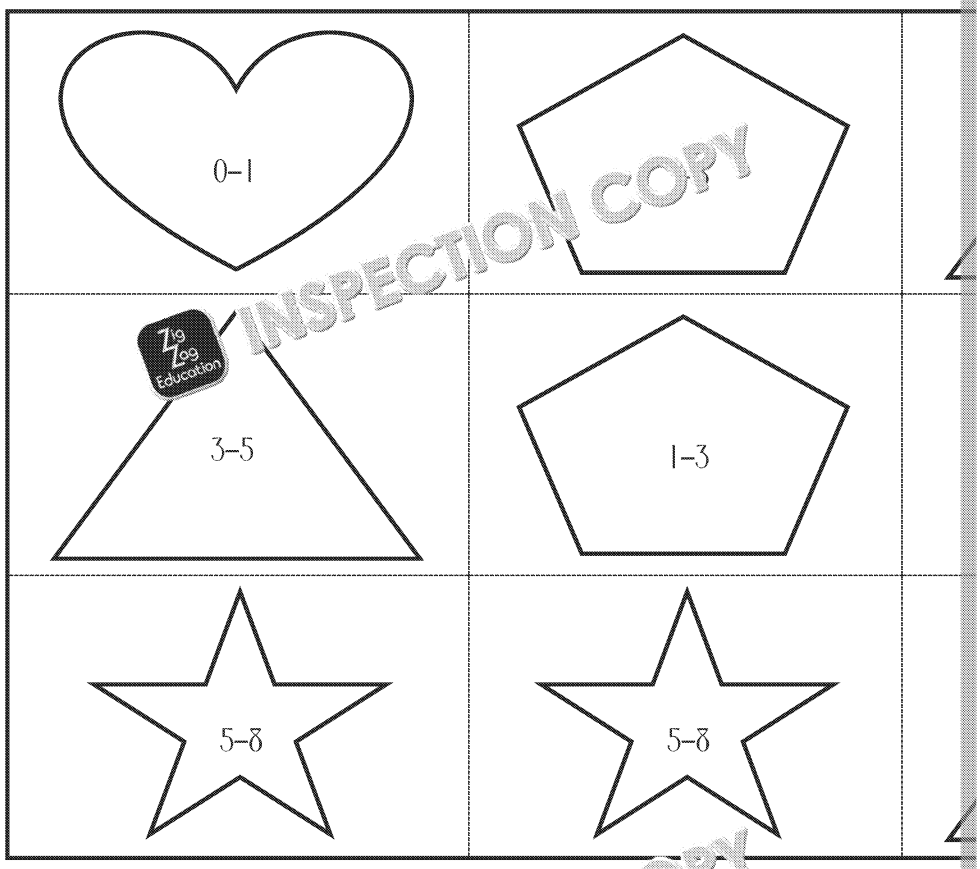

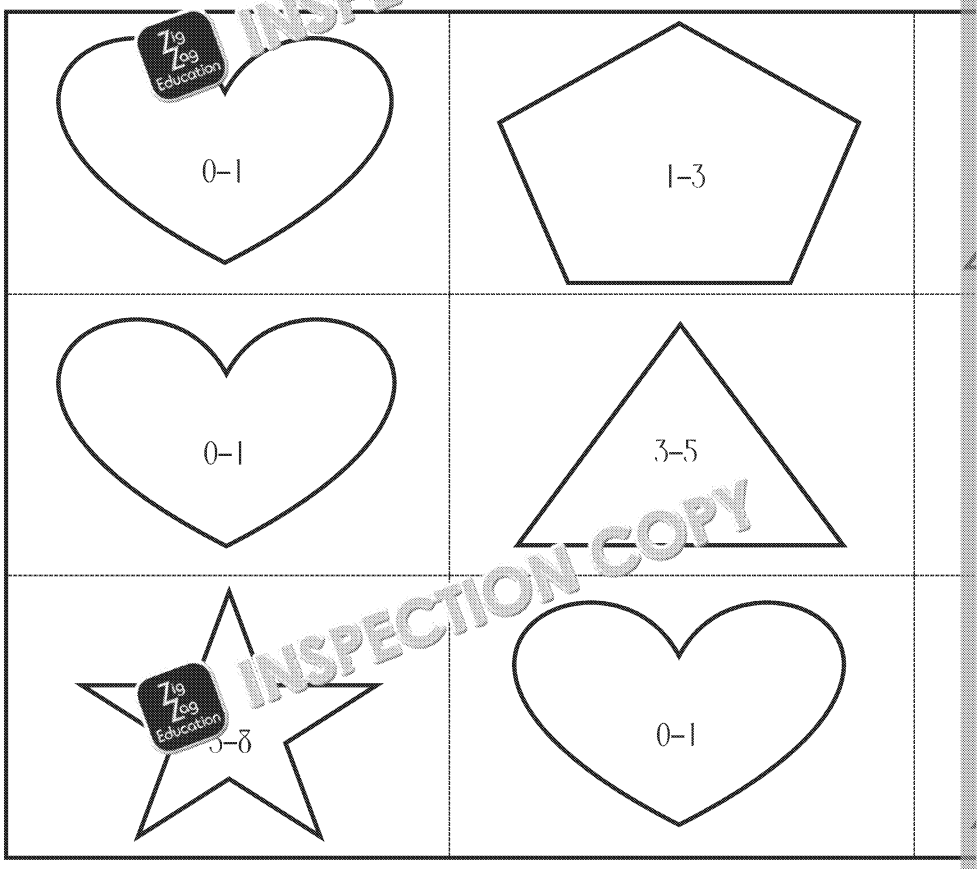

Activity 10: The Effect of Nurture (the E
on Brain Development

Teacher's Notes

Spec area:	A1.4.1 The effect of nurture (the environm[illegible]) on brain development		
Suggested use:	Class (whole class or small group)	**Timing:**	15–30 mins
Aim:	To give students a co[illegible]ew of the impact of nurture on brain		
Teacher's instructions:	Print out and laminate the cards (either one set for you, the teache[illegible] or several sets so each group can have one). If using the cards with several groups, it may be an idea to print ou[illegible] multiple sets and randomly distribute them to reflect the positive a[illegible] negative influences, which are often repeated. The starting point o[illegible] each game can be seen as 'nature', i.e. what we are born with. Prior to playing any of the games, discuss and define the developmental theories/terms 'behaviourist (nurture)' and 'nativis[illegible] (nature)' and the term 'predisposition'. Also, explain how a negati[illegible] or positive nurturing influence in the environment might have a greater impact on one child than on another. **Game 1:** Divide the class into small groups of 4–6. Give each grou[illegible] large number of pipe cleaners (they do not all need to be the same size). Ask groups to use the pipe cleaners to build a spherical shap[illegible] to represent the brain, or part of the brain. For each positive experience (white cards), the students can add a 'connection' (a pi[illegible] cleaner that will connect two parts of the brain); for each negative experience (grey cards), the students must remove a connection. I[illegible] simplified way the pipe cleaners represent axons and dendrites, w[illegible] the connectors or twists to connect the ends of the pipe cleaners represent the synapses and neurons. *Time for Game 1: 30 minutes approximately.* **Game 2:** Groups are given a random pile of cards (not the same for each group). Each group stands in a line and attempts to reach a marked goal representing positive development. For each positive influence (white cards), they can move one step forward but for eac[illegible] negative one (grey cards) they move two steps back. Where each group ends up shows the influence of the different factors. *Time for Game 2: 15 minutes approximately.* **Game 3:** Uses coloured water. Divide the class into small groups. Give each group a jam jar with a lid and two differently coloured bottles of water, e.g. red and yellow, and a small pile of randomly selected positive (white) and negative (grey) cards. Designate one member of the group to read out each card. For each negative influence, ask students to pour a little of the relevant coloured wat[illegible] into the jar. When the cards are finished, place the top on the jar a[illegible] shake it gently. Compare with other grou[illegible] Note: try to ensure t[illegible] one group receives a lot of negati[illegible]fluence cards). *Time for Game 3: 30 minutes approximately.*		

Teacher's Answer Sheet

Suggested definitions:

- Behaviourist – someone who believes that development is shaped by the enviro
- Nativist – someone who believes that development is predetermined (nature)
- Predisposition – genetically inherited likelihood of developing a condition or showi

Brain development will be influenced by many different things, some of which are lis
natural resilience / nature, the 'influence' will affect som dr n more than others.

Positive influenc	Neg
▪ Mother has access to wh me nourishing food during pregnancy. ▪ There gu mealtimes for children that are healt utritious. ▪ Drinki ater is clean and easily available. ▪ Parents and carers who are loving, protective and nurturing. ▪ There is love, kindness and affection. ▪ The child has a secure and safe place to live and grow. ▪ There are positive conversations and general communication (listening and speaking) between carers and child. ▪ There are two or more languages spoken in the family (bilingualism or multilingualism). ▪ The main earner in the family has a stable job and income. ▪ Parents and carers often read together with their child. ▪ Parents have time to play with their child. ▪ The child has regular sleep patterns. ▪ Parents and carers understand how to develop thei child's self-esteem. ▪ The child can explore the immediate nt inside and outside in safety. ▪ The child can go to sch rve a good education. ▪ There is b f ra exposure to stress (e.g. wher o w nursery). ▪ The ch ell looked after and cared for. ▪ Parents or carers enjoy playing together with the child and his or her toys. ▪ The relationships of the adults closest to the child are stable and loving. ▪ The child has lots of different kinds of toys to play with. ▪ Parents have access to medical care which is easy to get to. ▪ Parents and carers can discuss family and personal issues without arguing, etc. ▪ Parents and carers show they are sensitive to child's needs. ▪ The child has access to different kinds of creative resources, including imaginary play. ▪ The child receives support from relevant professionals if born with a disabilit ▪ The child is encouraged to t p sports activities or other p ties. ▪ There is nt priate sensory stimulation, such ive and imaginary play. ▪ The ch ncouraged to persist in developing independence in an appropriate way.	▪ There is no acces pregnant, due to ▪ There are irregu food, lack of fres ▪ Drinking water is ▪ Parents and care loving and caring ▪ There is cruelty a ▪ The child lives in ▪ There are poor c communication (carers and child. ▪ Parents and care ▪ The family strug ▪ Parents and care ▪ Parents are too b ▪ The child has irre ▪ There is continua behaviour. ▪ The child has no their environme busy roads). ▪ The child has no ▪ There is long-ter not diminish, e.g. ▪ The child is not l ▪ The child is subj ▪ The child witnes ▪ The child has ha ▪ The child has no medical care. ▪ There are menta as post-natal dep ▪ Divorce or infide home environme ▪ Negative environ fighting in the fa ▪ There is pollutio ▪ There is no acces gross or fine mo ▪ There is no acces resources, includ ▪ The child does n professionals if b ▪ The child has ina ▪ Over-protective learning how to ▪ There is misuse addictive substa

Mother has access to wholesome and nourishing food during pregnancy.	There is no access to due to poverty, w
There are regular mealtimes for children that are healthy and nutritious.	There are irregular m lack of fres
Drinking water is clean and easily available.	Drinking water is
Parents and/or carers who are loving, protective and nurturing.	Parents and carers a loving and
There is love, kindness and affection.	There is c
The child has a secure and safe place to live and grow.	The child lives in fe
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The child has regular sleep patterns.	The child has
Parents and carers understand how to develop their child's self-esteem.	There is continual cri
The child can explore the immediate environment inside and outside in safety.	The child has no opp environment (lives in
The child can go to school and receive a good education.	The child has
There is a safe and moderate exposure to stress (e.g. when going to new nursery).	There is long-term ex not diminish, e.g. lac
The child is well looked after and cared for.	The child is not lo

Parents and carers enjoy playing with the child and his or her toys.	The child is sub
The relationships of the adults closest to the child are stable and loving.	The child wit
The child has lots of different kinds of toys to pla wi	The child
Parents have acc h dical care which is asy to get to.	The child has no or re includi
Parents and carers can discuss family and personal issues without arguing, etc.	There are mental hea post-natal dep
The child is encouraged to take part in sports activities or other physical activities.	Divorce or infidelity cau e
Parents and carers show they are sensitive to their child's needs.	Negative environment i in
The child has access to different kinds of creative resources, including imaginary play.	The
The child receives support from relevant professionals born with a disability.	here is no access to p or fi
There is plenty of appro y stimulation, such re imaginary play.	There is no access resources, in
The chil is encouraged to persist in developing independence in an appropriate way.	The child does not professionals
The child is vaccinated.	The child has inad
	Over-protective parent how to be
	There is misuse o addic

Activity 11: Nature versus Nur

Teacher's Notes

Spec area:	A1.4.1 Nature versus nurture			
Suggested use:	Class (small groups or individuals), or homework	**Timing:**	20 mins	**As**
Aim:	To develop students' understandi[illegible] nature and nurture in[illegible]			
Teacher's instructions:	Print out a copy of the w[illegible] et for each student or group. Students sh[illegible] create their own definitions for nature and for nu[illegible] writi[illegible] workbooks, and then answer the questions on the [illegible] sh[illegible] question 7 involves completing a diagram; a blank template [illegible] provided, or students could create their own in their workbooks Carry out feedback and discussion in class after completing the activity sheet.			

Teacher's Answers

Definitions of nature and nurture (suggestion):

1. The term 'nature' refers to how an individual's personality and physical develop[illegible]
2. The term 'nurture' refers to how an individual's development is affected by the e[illegible] other things) nourishment, shelter, relationships and experiences.

Suggested answers to questions:

3. He viewed the mind of a young child as a tabula rasa, or blank slate.
4. Evolution and the genetic traits passed down through each generation.
5. As a result of conditioning, i.e. we can be trained to achieve anything, regardless o[illegible]
6. The three lower levels of the pyramid represent the def[illegible]y needs. The motiva[illegible] lessens as each level is met according to the ind[illegible]al personal needs and satis[illegible] the pyramid represent growth needs [illegible] eeds are never fully met; for examp[illegible] understand something, the m[illegible]e y[illegible]t to learn about it.
7.

	Negative influences	
Physiological	lack of food, warmth, shelter, clothing, no clean drinking water, sanitation	good nutri[illegible] as needed, comfortabl[illegible] good sanit[illegible]
Safety	poverty, war, radical political or religious views, anarchy, exploitation (sexual, slavery), family breakdown, medical needs not met, lack of respect for property and persons, violence	good econ[illegible] tolerance, [illegible] family secu[illegible] ownership
Love/belonging	rejection, insecure attachment, divorce, arguments, fighting, sexual exploitation, cultural, religious, racial and sexual intolerance, isolation	friendship, relationshi[illegible] intimacy, a[illegible] tolerance
Esteem	poor self-esteem, shy, insecure, frightened, bullied, feeling undervalued, lac[illegible] support, depression and ou[illegible]r mental health issues, s[illegible]ce abuse, feelings of inferio[illegible]	good feelin[illegible] of self-wo[illegible] confidence
Self-actu[illegible]izati[illegible]	[illegible]m[illegible]anity, destructive behaviour, lying, intolerance, bigotry, hatred, closed mind	morality, c[illegible] acceptance mindednes[illegible]

Student Activity Sheet: Activity

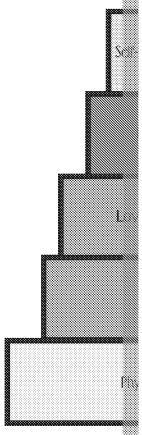
Complete the activity sheet as instructed. The influences for question 6 can be a
environment or parents and carers.

1. Define the term 'nature'.
2. Define the term 'nurture'.

Now, answer the following questions:

3. How did John Locke view the mind of a young child?
4. According to advocates of the nature debate shaping development, what are individual characteristics and behaviours?
5. What would a behaviourist, such as B F Skinner, tell you about how development occurs?
6. Maslow's hierarchy of needs provides a framework for natural factors that have an influence on development. Describe how the levels are to be understood with regard to growth and development.
7. Using the diagram on the following page, for each level, provide three examples of both positive and negative influences that will affect development.

Negative influences
1. 2. 3.
1. 2. 3.
1. 2. 3.
1. 2. 3.
1. 2. 3.



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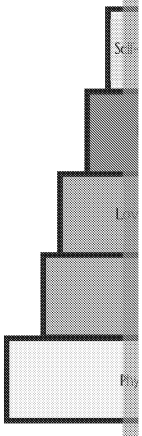


Student Activity Sheet: Activity 11 – W

Negative influences

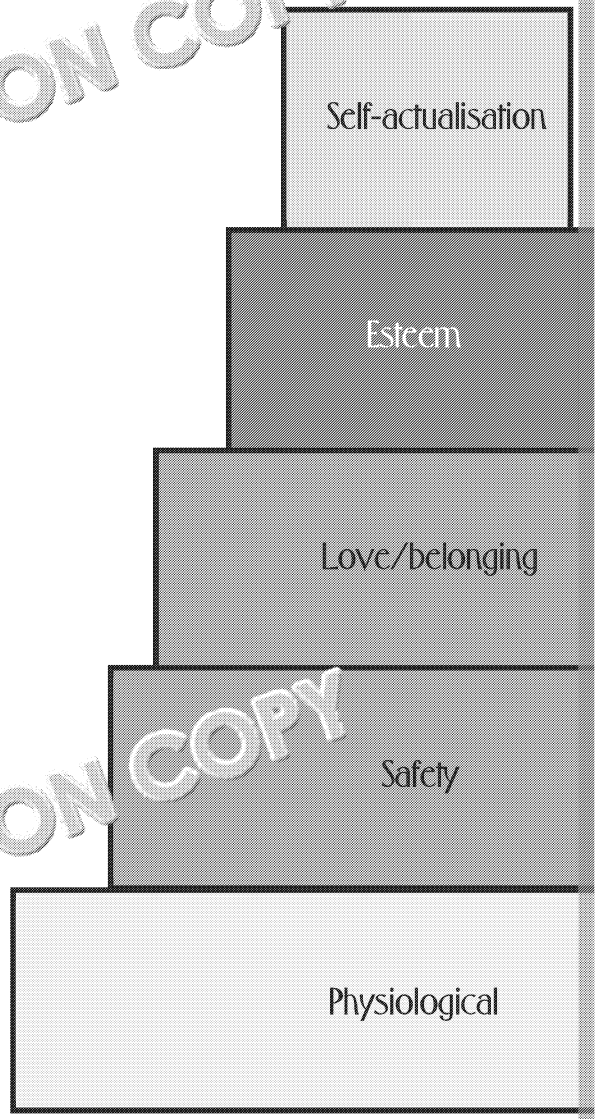
1.
2.
3.

1.
2.
3.

1.
2.
3.

1.
2.
3.

1.
2.
3.



Activity 12: Genetic Disorders and Genetic (the Genetic Inherited Traits G

Teacher's Notes

Spec area:	A1.4.2 Genetic disorders and genetic inh traits		
Suggested use:	Entire class then small groups	**Timing:**	25 mins
Aim:	To help students und ta the difference between a genetic inh		
Teacher's instructions:	This activity should follow a class discussion of the difference betw genetically inherited trait and a genetic disorder (see text below for suggestions). What comprises a genetic trait/disorder, and how it passed on across generations? What genetic disorders can studen think of? Then divide the class into random groups of six and play the genetic inherited traits game. Print out a chart for each group or ask them to the table into one of their workbooks. The group with the most poin the 'winner'!		

Suggested Answers

Genetic inherited traits versus genetic disorders

Genetic inherited traits are passed directly from parents to their children; therefore, yo inherited from your parents, which you will also share with uncles, aunts and cousins. of DNA known as chromosomes and directly influence the production of proteins and t Genes can be switched on and off, a process known as gene regulation. The term 'traits influences manifest themselves in, for example, shape or colour. Environmental influe species will create differences and variations.

Genetic disorders occur when abnormalities or mut tio occur within the genome. spontaneously, while others are passed do wn from one or both parents. Genetic diso develop during childhood. See Activity 1

Examples of genetic di de include:

- Cystic
- Down's me
- Autism spectrum disorder
- Congenital deafness
- Blindness
- Sickle cell disease
- Attention deficit hyperactivity disorder (ADHD)
- Fragile X or Martin–Bell syndrome
- Duchenne muscular dystrophy

Research continues with regard to the genetic influence as opposed to environmenta cognitive ability. Behavioural geneticists are agreed that behaviour is inherited, and particular environment or with a particular family is less than the effect of genetic in large amount of complex behavioural traits, such as openness or irritability, cannot b of either genes or families. Physical traits such as blood type, stature, skin, hair and e to various diseases, medical syndromes (Down's, Turner's ms, etc.) are easily t through genes. It is likely that personality is an inh ge etic trait and that resea to the different generalisations of 'persona ensions', which are: extrovert/intr agreeable/antagonistic; careful/ca s, /inward.

Student Activity Sheet: Activity

In your groups, look at the following list of genetic traits. Award points for each trait
1. Award 1 point to each person in the group who has this trait.
2. If the entire group shares the same trait, award an extra 2 points.
3. If no one shares the trait, take away 2 points.
4. If there is only one person in the group who h[illegible] trait, i.e. they are 'uniq
5. Note in your workbooks what the diffe[illegible]e between genetic inherited tr
least seven genetic disorders th[illegible]ay present at birth or during childhood.

Trait	Number of Persons i Group Who Have
1. Green eyes	
2. Brown eyes	
3. Blue eyes	
4. Attached earlobes	
5. Detached earlobes	
6. Hair on middle finger segment	
7. Multiple allergies	
8. Freckles	
9. Natural hair colour is red	
10. Straight hairline	
11. Red/green colour blind	
12. I cross my left th[illegible]ve my right when I clasp	
13. I cros[illegible]ght thumb over my left when I clasp hands	
14. Lactose intolerant	
15. Widow's peak	
16. Little finger bends inwards	
17. Cannot roll tongue	
18. Can roll tongue	
19. Cleft chin	
20. Extrovert	
21. Shy	
22. Curly or wavy hair (natural)	
23. Straight hair (nat[illegible])	
24. Dimp[illegible]	

Activity 13: How Nurture Shapes a Child's

Teacher's Notes

Spec area:	A1.4.3 How certain nurture factors may affect children's developm			
Suggested use:	Class and/or homework	**Timing:**	15–20 mins	**Assessmen**
Aim:	To help students understand how different circumstances with environment may impact children's development.			
Teacher's instructions:	This activity can be used to provoke discussion and brainstorming class or as a homework activity after there has been such a discuss If using for brainstorming purposes, divide the class into pairs or s groups and provide them with a copy of the activity sheet. If using homework activity, provide a copy for each student. Ask students at least four examples of how premature birth, poverty, diet and nutrition, exercise and access to outdoors, rest and sleep, access to healthcare and access to play opportunities may affect developme Alternatively, provide students with the topic headings and ask the make notes in their workbooks.			

Suggested answers

Premature birth

- general growth delay due to prematurity
- hearing or sight problems
- feeding problems
- digestion, and/or intestinal problems
- greater prevalence of dyspraxia, ADHD and ASD
- cerebral palsy
- dental problems
- neurological problems
- dysphasia or other speech disorders

Poverty

- poor diet/nutrition
- homelessness
- unsafe housing – mould, damp, broken windows
- inappropriate housing/room share/squatting
- no heating
- chronic asthma (due to poor living conditions)
- recurrent ear, nose and throat infections due to poor housing
- lack of access to clean drinking water (chronic diarrhoea, parasites, cholera, etc)
- low paid work or unemployment impacting resources available to the family
- frequent moves from place to place (transience)
- more likely to be victim of neglect, accidents or poisoning (unattended children)
- parents cannot afford to send children to pre-school groups
- parents cannot afford to buy toys, books or school uniform
- parents low self-esteem/poverty isolates them from community e.g. stay and pla

Diet and nutrition

- low birth weight due to mother's poor nutrition
- parent/carer alcohol and/or substance abuse affecting family food budget/prep
- low weight and stunted growth due to poor nutrition after birth
- malnutrition, starvation and hunger
- lack of fruit and vegetables
- cheap food of poor quality
- anaemia (iron deficiency) or other diseases due to vitamin and/or mineral defici
- overweight or obese due to poor nutrition
- lack of safe food preparation facilities (e.g. utilities cut off, unhygienic kitchen su

Exercise and access to outdoors

- no access to a garden or safe outdoor area
- no access to playgrounds or parks
- over-exposure to pollution
- unsafe neighbourhoods (crime, substance abuse, heavy traffic, pollution)
- physically unsafe surroundings (no stair gates, living on a busy street) so childre
- nowhere safe to play outside and develop gross motor skills such as cycling
- overprotective parent (child is always carried or stopped from running, for exam

Rest and sleep

- lack of regular sleep patterns
- lack of own bed to sleep in
- sharing a room
- noisy e[illegible]m[illegible]der siblings, TV, etc.)
- parenta[illegible]vork patterns disruptive to establishing coherent sleep pattern
- safeguar[illegible]g issues

Access to healthcare

- lack of vaccinations
- lack of adequate medical follow-up after birth
- undiagnosed medical or physical disabilities due to lack of access to health visito
- insanitary or unclean conditions causing medical issues that are not addressed
- no treatment of chronic conditions such as asthma or glue ear
- undiagnosed or misdiagnosed mental health issues for both parent and/or child
- undiagnosed sight or hearing impairments

Access to play opportunities

- frequent moves from place to place (transience) prevents access
- unsafe neighbourhoods
- physically unsafe surroundings e.g. no stair gates or living on a busy street so child
- parents have no time to play with their children
- parents are too tired to play with their children
- children are 'babysat' by the TV or phone/mobile
- parents cannot afford to send children to pre-school groups or take them to diffe
- lack of toys or books in the home
- lack of interaction with more knowledgeable others (may lead to delay in acquiri other s
- helicopter parenting – child has little or no independence to explore environmen
- no friends of similar age to play with
- exclusion due to physical or other disabilities

Student Activity Sheet: Activity 13

Consider how the following might have a negative impact on children's lifestyles and life opportunities. Complete the activity sheet, providing at least four examples under each heading.

The effects of the immediate environment on child development

Premature Birth

Poverty

Diet and Nutrition

Exercise and Outdoor Access

Access to Healthcare

Access to Play Opportunities

Activity 14: What is Atypical Devel

Teacher's Notes

Spec area:	A1.5 What is atypical development?			
Suggested use:	Class (groups of 4–6)	**Timing:**	20 min	**Assessme**
Aim:	To consider the impact of atypical de[illegible]t on children's learn			
Teacher's instructions:	Print a copy of the student activity sheet. Divide into random grou Distribute one case study to each group (there may be two or three looking at the same case study). Allow students 10 minutes to ans three questions. Feedback in class, comparing and contrasting the answers from ea Allow 10 minutes for the groups to study their case study and 5–1 for feedback on each one.			

Suggested Answers

Case study 1

Atypical development – possible attention deficit hyperactivity disorder (ADHD
- inability to concentrate
- mood swings
- lack of concentration
- inability to keep on task
- impulsive behaviour
- difficulties in keeping or making friends
- unable to read social situations and so gets into arguments and fights
- low self-esteem
- educational achievement is lower than expected
- attention-seeking behaviour

How will it affect learning and deve[illegible]
- difficulty in keeping up wit[illegible]e curriculum
- will feel that school [illegible]s are cleverer than he is as they can finish their work
- diminish[illegible]elf-[illegible]nd self-esteem as he feels 'stupid'
- need t[illegible]eel esteem in other ways, e.g. dominance on the playground
- will be [illegible]d in a negative way by teachers, peers and family
- will receive attention for behaviour that is not positive
- difficulties in self-regulation

Possible ways to help children with this type of atypical development:
- Praise good behaviour, ignore bad behaviour.
- Use medication such as Ritalin.
- Create a routine and keep to it.
- Limit distractions, e.g. have a quiet desk set to one side for him to work at.
- Use timers to instil focus and concentration.
- Include Kyle in working out ways to solve his challenges, e.g. how to avoid disag
- Avoid setting Kyle up to fail; for example, school worksheets are slightly shorter desk with students who often chat.
- Check with the family to see if there are any issues at home – his lack of concentrat due to other issues (divorce, disturbed sleep, neglect, parental mental health issue
- Check language and communication skills (bilingualism [illegible]tilingualism).

Case study 2

Atypical development – possible autism spectrum disorder (ASD) or Asperger's

- does not like to make eye contact
- likes to play with the same things
- repetitive and/or persistent behaviour
- unable to make friends
- no social play
- difficulty in joining with groups
- inability to empathise, or show emotion or sym[illegible]
- awkward, stilted and difficult social inter[illegible]
- speech sounds copied or 'odd'
- voice has little or no into[illegible], and sounds monotonous
- over-stimulated by sensory experiences such as noise / sensory processing diso
- restricted obsessive interests which they know a lot about (walking encyclop
- does not respond well to change

How will it affect learning and development?

- difficulties with empathy and understanding another person's point of view
- difficulties with shared or joint attention – necessary when reading, for example and the other gives the word for it.
- difficulties with focus, attention, transitions, organisation, memory, time management
- difficulties in working cooperatively with peers
- difficulties in controlling anger and frustration
- difficulties with sensorial learning and stimulation
- difficulties in self-regulation and setting priorities

Possible ways to help children with this type of atypical development

- Work with Picture Exchange Communication System (PECS) or other visual card teach sequence of events, or life skills such as emotional literacy.
- Avoid unnecessary changes to routines.
- Be very clear about transitions and changes if they have to happen.
- Nutrition – there is some anecdotal evidence that certain supplements and foods and learning development of children with ASD or Asperger's syndrome.
- Create small class sizes / quiet environment to which child can withdraw.
- Provide therapy to improve speech and communication skills.
- Include parents in discussion and implementation of strategies so there is a con the help given.

Case study 3

Atypical development – possible otitis media with effusion (OME) or glue ear.

- episodes of mild ear pain which make child irritable and difficult to settle, and i for antibiotics for ear infections
- poor sleep routines due to snoring, or because he often wakes up due to a blocke
- as a baby will not be calmed just by hearing a familiar voice
- may not develop a range of babbling noises
- may not hear certain sounds within certain frequency bands
- easily irritated and frustrated
- slow to start babbling and talking

How will it affect learning and development?

- balance problems and clumsiness
- tinnitus preventing audio processing and therefore delaying speech and langua
- communication difficulties as can neither hear clearly nor speak clearly
- higher cortisol levels as unable to get audio cues for social and emotional develo
- understanding social and cultural norms and behaviour [illegible]. does not respond use their words to negotiate instead of hitting
- health and safety – does not hear warnin
- unable to hear instructions or necessary information when learning or attempti
- does not articulate or pronounce words clearly
- may have problems [illegible] any
- unable [illegible] in a noisy environment

Possible ways to help children with this type of atypical development

- Provide medical intervention – insertion of grommets into the ear to prevent bu
- Provide speech and language therapy to help child attain age-appropriate level
- If either parents or carers smoke, get them to stop smoking in the home and aro
- Check for allergies or intolerances that cause sneezing and congestion, e.g. anim

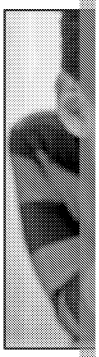
Student Activity Sheet: Activity 1

Below are three case studies. Read them and think about:

1. What are the things that indicate atypical development?
2. How will this affect the child's learning and development?
3. What can be done to lessen the impact?

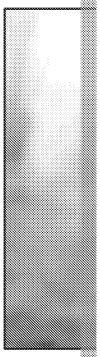
Case study 1

Kyle, a boy, is 7 years and 2 months. He has an August birthday and is one of the youngest children in his class. He finds it difficult to sit still and will often get out of his seat to use the electric pencil sharpener, go to the toilet, or fiddle with things under the desk, etc. In school, previous teachers are agreed that he is a capable and bright child; however, he has difficulty staying 'on task' and focusing on his work, which has become more apparent in the autumn term in Year 2. He also gets into a lot of arguments and disagreements on the playground at break time and lunchtime and is having difficulty in making and keeping friends. Kyle's mood can switch very quickly, often for no apparent reason.



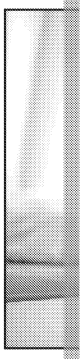
Case study 2

Anna, a girl, 4 years and 5months old, attends a pack-away playgroup three mornings a week. She has an October birthday. Anna has attended the group since she was 3 years and 1 month old. Anna can speak in quite complex sentences for her age, but when she talks it sounds as though she is reading from a book inside her head and there is little inflection in her voice. She knows a lot about birds and can tell you what many are called and what they look like, and point them out in the garden. Anna will not speak to the other children, unless prompted. Anna quickly chose her favourite adult at the setting and prefers to work with her. She is extremely upset when this person is absent and always has a 'bad day' then. Anna refuses to play with play dough or other sensory play activities, including painting, although she occasionally mark-makes with pencils. Anna avoids eye contact when being spoken to, or if she does look at you her gaze is unfocused. She does not socialise with the other children. Sometimes, when it gets noisy in the large hall, she will cover her ears and make strange hooting/shouting noises. She finds it difficult to sit with the other children for group times such as singing and story time.



Case study 3

Liam is 23 months old and has attended a day nursery for three full day sessions since he was 14 months old. He often has a runny nose and has been treated several times for ear infections (staff have had to give him penicillin according to his medication records). Liam has a few two-word phrases that are not spoken clearly, although staff can understand what he means. He often does not turn his head when staff first call his name, but he will eventually. Loud noises do not frighten or distract him. When Liam has his nap, he often snores so loudly he wakes either himself or the other children up. Sometimes even after his nap he still seems tired and grumpy.



Activity 15: How Genetic or Medical Disor
Children's Learning and Develo

Teacher's Notes

Spec area:	A1.6.1 and A1.6.2 How genetic or medica[illegible]ders can impact chi		
Suggested use:	Homework plus presentation in class	**Ti[illegible]** [illegible]ins per student in class	**Ass**
Aim:	To help stude[illegible]nd what effects genetic or medical diso factor[illegible]n a child's learning and development.		
Teacher's instructio	Pr[illegible]the suggested questions sheet and give a copy to each st ach student a different genetic or medical disorder to research (s below). Students to conduct their research as a homework assign write a report using the question prompts. Students to then make presentation to the whole class on their particular topic.		

Some of the syndromes and medical conditions that can be shared among students (thi

- Attention deficit hyperactivity disorder – ADHD
- Visual impairment
- Deafness
- Coeliac disease
- Mitochondrial disease
- Diabetes
- Spina bifida
- Cystic fibrosis
- Foetal alcohol syndrome
- Duchenne muscular dystrophy
- Down's syndrome
- Haemophilia
- PKU
- SCD
- Tay–Sachs disease
- Turner's [illegible]
- Crohn's
- Dyspraxia
- Dyslexia
- Cerebral palsy
- Premature birth
- Global developmental delay
- Speech difficulties (receptive and expressive)
- Paralysis in one or more limbs
- Congenital loss of a limb
- Autism spectrum disorder – ASD
- Sickle cell disease
- Fragile X or Martin–Bell syndrome

Student Activity Sheet: Activity

Use the question below to structure a short report on the disorder that has been
report to make a short, five-minute presentation in class.

- Describe the main aspects presented by the topic you are reporting on.
- What impact in terms of delay might this have on physical development?
- What impact in terms of delay might this have on cognitive development?
- What impact in terms of delay might this have on language development?
- What impact in terms of delay might this have on social development?
- What impact in terms of delay might this have on emotional development?
- What type of early intervention would support this child, and who would be

Student Activity Sheet: Activity

Use the question below to structure a short report on the disorder that has been
report to make a short, five-minute presentation in class.

- Describe the main aspects presented by the topic you are reporting on.
- What impact in terms of delay might this have on physical development?
- What impact in terms of delay might this have on cognitive development?
- What impact in terms of delay might this have on language development?
- What impact in terms of delay might this have on social development?
- What impact in terms of delay might this have on emotional development?
- What type of early intervention would support this child, and who would be

Student Activity Sheet: Activity

Use the question below to structure a short report on the disorder that has been
report to make a short, five-minute presentation in class.

- Describe the main aspects presented by the topic you are reporting on.
- What impact in terms of delay might this have on physical development?
- What impact in terms of delay might this have on cognitive development?
- What impact in terms of delay might this have on language development?
- What impact in terms of delay might this have on social development?
- What impact in terms of delay might this have on emotional development?
- What type of early intervention would support this child, and who would be

Student Activity Sheet: Activity

P
Use the question below to structure a short report on the disorder that has been
report to make a short, five-minute presentation in class.

- Describe the main aspects presented by the topic you are reporting on.
- What impact in terms of delay might this have on physical development?
- What impact in terms of delay might this have on cognitive development?
- What impact in terms of delay might this have on language development?
- What impact in terms of delay might this have on social development?
- What impact in terms of delay might this have on emotional development?
- What type of early intervention would support this child, and who would be

Activity 16: Factors Affecting Deve

Teacher's Notes

Spec area:	A1.7 Factors affecting development			
Suggested use:	Class (five groups)	**Timing:**	20 mins	**Asse**
Aim:	To develop students' understanding of the m[illegible]y and varied factor[illegible]			
Teacher's instructions:	Divide the class into five groups and ass[illegible] each group one case st[illegible] Give the students time to discuss and answer the questions before feeding back in class. *The studies are purely hypothetical and a[illegible] not based on real scenarios.*			

Teacher's [illegible]r Sheet

The following [illegible]ots are purely suggestions and are not definitive.

Aamina

Some factors that may have an impact on Aamina's communication development are:

Physical	N/A
Sensory	Hearing (does Aamina converse well in Somali?)
Social	Impact of time spent as a refugee. Cultural/family expectations. Self-es[illegible]
Language	Receptive language difficulties. Fear of speaking. Elective mute.
Cognitive	Unable to take in new concepts, fearful.
GDD	General cognitive delay due to factors (known and unknown) such as pr[illegible]

Jayden

Some factors that may have a negative impact on Jayden's development are:

Physical	N/A
Sensory	Hearing? Sensory processing disorder (SPD)?
Social	Struggles with expectations and boundaries. Are these very different a[illegible] Low self-esteem?
Language	Speech difficulties causing frustration [illegible]re[illegible]tio[illegible]? Receptive langua[illegible]
Cognitive	Concentration and memory issu[illegible]
GDD	Motor skills develop[illegible]e[illegible]ounger, i.e. did he crawl / follow norm[illegible]

Robert

Some factors that ma[illegible]ve a negative impact on Robert's development are:

Physical	[illegible]elo[illegible]ng gross motor skills such as running, climbing and balancing [illegible]ping without crushing. Challenges in accessing team sports.
Sensory	Visual impairment.
Social	Understanding of peers and adults. Social interactions and friendships [illegible] interactions in everyday situations.
Language	N/A
Cognitive	Problems understanding new concepts / accessing learning.
GDD	Impact of VI on other aspects of development when younger, such as gr[illegible]

Shamina

Some factors that may have a negative impact on Shamina's development are:

Physical	Loss of limb. Premature birth. Delay in gross and fine motor skills deve[illegible] accidents and a fear of trying again.
Sensory	Dyspraxia? Development of proprioceptive and vestibular senses (SPD[illegible]
Social	May or may not affect social interactions, depending on how Shamina [illegible]
Language	N/A
Cognitive	Unknown.
GDD	Possible.

Bryony

Some factors that may have a n[illegible]ve impact on Bryony's development are:

Physical	Gross a[illegible]e motor development. Late to crawl or walk. Need extra h[illegible] he[illegible]ng, holding a pencil, etc.
Sensory	[illegible]be over-reactive to some sensory input, e.g. touching sand or wat[illegible] [illegible]estibular senses due to physical developmental delays.
Social	Delay in social interactions / understanding social expectations.
Language	Delay in acquisition of language skills.
Cognitive	Delay in cognitive development.
GDD	Children with Down's syndrome often experience GDD in varying form[illegible]

Student Activity Sheet: Activity

Using this case study, and thinking in terms of physical, sensory, social, languag cognitive or other aspects of global developmental delay, consider the factors t affect the development of this child.

Aamina

Aamina is 6 years and 2 months old. Her family are refugees from Somalia. Aam mother speaks very little English. He father rarely comes to the school. Aamina started school in the middle of the winter term (it is now March). Aamina has y speak any English when she does not interact much with other children in the playground at break time.

Using this case study, and thinking in terms of physical, sensory, social, languag global developmental delay, consider the factors that may affect the developme

Jayden

Jayden is 4 years and 3 months old. He is a summer-born child. At school, Jayde difficult to sit on the mat for story time, etc. He can find it difficult to follow inst and is easily distracted. Jayden's mum describes him as a whirlwind at home, a always on the go and often gets into trouble because he will not stop and listen Jayden's mum is a single parent to three children: Jayden has an older sister age a younger brother aged 2. When Jayden's mum is at work, he is collected by a l childminder, who takes care of his younger sibling. Jayden sees his dad twice a

Using this case study, and thinking in terms of physical, sensory, social, languag cognitive or other aspects of global developmental delay, consider the factors t may affect the development of this child.

Robert

Robert is 7 years and 3 months old. Robert has been blind since birth. The prim school he attends has a visual impairment (VI) specialist centre, and Robert has classes in the main school and the VI unit. Robert's home is not in the local and he has transportation assigned to him by the local school authority as neith his parents drives.

Using this case study, and thinking in terms of physical, sensory, social, languag global developmental delay, consider the factors that may affect the developme

Shamina

Shamina is 3 years and 2 months old. She was born prematurely at 36 weeks an congenital birth defect. She is missing the lower half of her right arm from belo elbow. Shamina is small for her age and is less physically able than some of her She struggles with some gross and fine motor skills such as running, jumping on feet, throwing, dressing herself, picking up small toys and holding paintbrushes an (her left-hand grip is not very strong). Her mother says she is very clumsy at hom

Using this case study, and thinking in terms of physical, sensory, social, languag cognitive or other aspects of global developmental delay, consider the factors t affect the development of this child.

Bryony

Bryony is 3 years and 2 months old and has Down's syndrome. She attends a childminder two mornings a week. Bryony's parents have had support from the and Down's Syndrome Association and are teaching Bryony Makaton to help he communicate.

Activity 17: Stages of Gross and Fine Mot

Teacher's Notes

Spec area:	B1.1 Stages of gross and fine motor development			
Suggested use:	Class (small groups or pairs) or homework	**Timing:**	20–25 mins or 5 mins	**Ass**
Aim:	To help students understand the gradual progression in the develop			
Teacher's instructions:	Class or homework – give a copy of the activity sheet to ea student if using as a homework activity, or one copy per group if u class. Students may work alone, in pairs or in small groups. Stude should write the ages 0–2, 2–5 and 5–8 in their workbooks and th write or cut and stick each statement under the correct age group Students should also highlight in different colours whether each s a gross or fine motor skill.			

Answers

Gross motor skills

- Birth–2 years – head control, sits unsupported, rolls over, crawls, pulls to stand, together toys held in both hands, walks unaided, climbs up on furniture, runs u
- 2–5 years – jumps, hops, pedals a tricycle, kicks a ball, climbs stairs one tread at alternate feet, can scoot a scooter, runs steadily, walks backwards, uses toilet
- 5–8 years – throws underarm and overarm, catches a tennis ball, skips by alter stabilizers, does somersaults

Fine motor skills

- Birth–2 years – points, sucks, reaches for object, will grasp an object placed in p 4–6 block tower, holds and drinks from cup, pushes b strings large beads, scribbles, , developing pincer grip, unzips zipp
- 2–5 years: blows bubbles, twists off t s ges, can do up buttons, can do simple curves, can roll out pla use a knife to cut with, brushes teeth, hand, writes own nam
- 5–8 years: creat e drawings, cuts accurately with scissors, writes simp ties sh

Student Activity Sheet: Activ

In your workbook, either cut and paste or write each statement under the age groups 0–2, 2–5 or 5–8. Additionall
or a fine motor skill.

runs steadily	[illegible]ch	sits u
crawls	grasps object placed in palm	turn
r[illegible]ea[illegible]	holds head	buttons f
holds p[illegible]n palm grip and scribbles	ties shoelaces	pulls u
reaches for an object	skips alternating feet	c
holds cup and drinks from it	builds tower of 4–6 blocks	ro
uses the toilet	hits together toys held in both hands	shows prefe rig
blows bubbles	brushes teeth	catches
developing pincer grip	strings larg[illegible] be[illegible]	writes simple
rolls out play dough	rid[illegible]bicycle without stabilizers	can cut straig c
throws ur[illegible]ar overarm	walks backwards	climbs stairs o
cuts accurately with scissors	does somersaults	starts to

Activity 18: Recognising How the Interpla
Central Nervous System, the Musculoskelet
Environment Supports Gross and Fine Mot

Teacher's Notes

Spec area:	B2.1 Recognising how the interplay between the central nervous s system and the envir ne supports gross and fine motor develo			
Suggested use:	Class	**Timing:**	30 mins (depending on number of videos watched)	**Ass**
Aim:	To develop students' understanding of the many and varied factor nature versus nurture).			
Teacher's instructions:	Use as a class activity after discussing how the interplay between nervous system, the musculoskeletal system and the environment gross and fine motor development. Provide each student with a worksheet or ask students to use the as a template to complete the activity in their workbooks. Ask stu complete the questions after watching the video clips. Feed back i			

Teacher's Answer Sheet

1. The central nervous system (CNS) is responsible for coordinating and integrati the body, and for creating pathways within the brain of memory, emotion, sensa
2. The senses. We have seven senses: sight, auditory, taste, smell, touch, proprioce

Watch one or more video clips. Use the grid on the student activity sheet to get stude Clip links and suggested answers are below.

Video 1: zzed.uk/12842-Activity18-V1 – hi fre aying with blocks
- Sensory input: sight, touch, auditor es ar and proprioceptive
- Gross motor skills: standing balanc leaning in), whole-arm movement, walkin
- Fine motor skills: pi h d pincer grip, balancing, twisting and turning bricks
- Enviro al i assortment of blocks (would it have been different if they ended ns from an adult. Freedom to discover. Working with others.

Video 2: zzed.uk/12842-Activity18-V2 – conquering the climbing frame
- Sensory input: sight, touch, vestibular and proprioceptive
- Gross motor skills: standing, balancing, reaching up, walking, crouching
- Fine motor skills: gripping, balancing, hand–eye coordination
- Environmental input: climbing frame, ease of access (repetition), supportive ad

Video 3: zzed.uk/12842-Activity18-V3 – baby reaching for a toy
- Sensory input: sight, touch, auditory, vestibular and proprioceptive
- Gross motor skills: stretching, kicking, pushing up, raising head, twisting, turnin
- Fine motor skills: grasping, hand/eye coordination
- Environmental input: age appropriate toys, with a variety of sounds, etc. Suppo

Video 4: zzed.uk/12842-Activity18-V4 – water pl eption class
- Sensory input: sight, touch, auditory, smell, ves ar d proprioceptive
- Gross motor skills: standing, balance in), walking around, controlled la
- Fine motor skills: pouring, gri p ing, grasping
- Environmental input: ted water trays, variety of resources, bubbles, freedom ti re

Video 5 uk/12842-Activity18-V5 marking with coloured pencils
- Sensory input: sight, touch, auditory, smell, vestibular and proprioceptive
- Gross motor skills: reaching, leaning, large movements of arms
- Fine motor skills: gripping, holding, palmar grasp, pronate grasp
- Environmental input: pencils, paper, supportive adult, modelling by adult

Student Activity Sheet: Activity

Answer the following questions. Then watch the video clips, noting how the cen
nervous system informs the brain, and which skills in the areas of gross and fine
development are developing.

1. What is the central nervous system responsible for?
2. What is the main source of information for the cen rvous system? Ho
   sources are there and what are they?
3. Watch and make notes on **one** or more of the video clips.

Short description of the cli	
Sensory inp	
Gross mo s	
Fine moto s	
How the environment supported learning skills	

If watching more than one video, make notes on separate pieces of paper.

Student Activity Sheet: Activity

Answer the following questions. Then watch the video clips, noting how the cen
nervous system informs the brain, and which skills in the areas of gross and fine
development are developing.

1. What is the central nervous system responsible for?
2. What is the main source of information for the centra rvous system? Ho
   sources are there and what are they?
3. Watch and make notes on **one** or mor th deo clips.

Short description of the clip	
Sensory input	
Gross mo ls	
Fine moto	
How the environment supported learning skills	

If watching more than one video, make notes on separate pieces of paper.

Student Activity Sheet: Activity

Answer the following questions. Then watch the video clips, noting how the cen
nervous system informs the brain, and which skills in the areas of gross and fine
development are developing.

1. What is the central nervous system responsible for?
2. What is the main source of information for th nervous system? Ho
   sources are there and what are they?
3. Watch and make notes on **on** of the video clips.

Short description of t	
Sensory i	
Gross mot s	
Fine motor skills	
How the environment supported learning skills	

If watching more than one video, make notes on separate pieces of paper.

Activity 19: Physical Development – How Can W
Development of Gross and Fine Motor Skills i

Teacher's Notes

Spec area:	B3.1 and B3.2 Physical development – how can we encourage deve skills in outdoor play?		
Suggested use:	Class (small groups or pairs)	**Timi**	0–25 minutes **A**
Aim:	To provide students with an unde stan ding of how we can provide o improve their physical d elopment and how this is sometimes diffic		
Teacher's instructions:	This activity ma be completed either after watching the video clip ed or play as suggested below, or after a visit ting with an outdoor area. In small groups or pa , students should complete the physical activity table n relation to outside play using the headings: types of activities; challenges to provision. Alternatively, you may ask students to create similar tables and write their answers in their workbooks. Feed back in class.	**Equi** • • •	

EYFS video clips available on YouTube, for example at:

- **zzed.uk/12842-Activity19-V1**
- **zzed.uk/12842-Activity19-V2**
- **zzed.uk/12842-Activity19-V3**
- **zzed.uk/12842-Activity19-V4**

Suggested Answers

Gross and fine motor skills can be supported both indoors and outdoors. The EYFS s provide children with free-flow play between the indoors and outdoors environment need to be aware of how to encourage gross and fine motor skill development in both activities can be done both inside and outside.

Physical Skills	Types of Activities	Challen
Gross motor skills such as crawling, shuffling, walking, climbing, pedalling, running, hopping, jumping, skipping, pulling, pushing, swinging, hanging balancing, marching, w up and down and stairs, dodging, spinning, twirling and twisting, walking on tiptoe, doing a somersault	▪ playing with wheeled vehicles, swings, climbing frames, slides, balance beams ▪ making dens ▪ digging in sand and mud ▪ sweeping up leaves ▪ carrying thi to an place ▪ ing and pulling with wheeled toys o pulleys ▪ finger painting. ▪ painting at an easel (wider arm movement) ▪ jumping in puddles ▪ music and movement – fast and slow, loud and soft, dancing, beating out a rhythm with hands, feet and musical instruments ▪ acting out rhymes and songs ▪ getting dressed and undressed ▪ allowing positive risk-taking	▪ Lack of a large space in heeled play. utdoor space is unins play with. ▪ Lack of softer surfaces, shuffle and crawl on. ▪ Lack of resources, tools ▪ Lack of funding/money and equipment. ▪ Inappropriate clothing and children). ▪ Adults do not like to be ▪ Children are stopped fro or messy. ▪ Outdoor space is unsafe on drugs). ▪ Parents or carers are n ▪ Parents and carers do n ▪ Lack of knowledge and play, creative activities for gross motor develo

Physical Skills	Types of Activities	
Fine motor skills such as cutting, threading, pencil grip, weaving, pushing buttons, screwing and unscrewing tops, mouse control, grasping, squeezing, pouring, clapping, blowing, sucking	▪ sensory play such as play dough, gloop, soap flakes, couscous, rice ▪ creative play involving cutting, sticking, pai ra ons, pencils, chalk on different texture ar su s ▪ water play: pouring, squ ing, lowing bubbles ▪ mark-making or art activities, role play activities etc. with different media ▪ fi e and songs ▪ activities that promote the development of grasp and pencil grip, e.g. peg puzzles, threading pasta or beads, peg boards, block play, role play, dolls, construction sets of all kinds ▪ mud kitchen activities – using spoons, knives and forks to mash, measure, cut, fill pots and pans, etc. ▪ weaving, tying knots ▪ mastering fastenings such as zips, buttons, laces and Velcro ▪ using scissors	▪ The me activit ▪ Lack o ▪ Lack o resou ▪ Lack o ▪ Lack o messy ▪ Parent ▪ Paren childr ▪ Lack o the po activit develo ▪ Weath

Student activity sheet: Activity 1

How can we encourage the development of both gross and fine motor skills in ou
activity sheet, listing resources that children could use, and the challenges that p
providing them in an outdoor environment.

Gross motor skills such as crawling, shuffling, walk[illegible] cl[illegible]ing, pedalling, running,
pulling, pushing, swinging, hanging, bala[illegible] m[illegible]ing, walking up and down ste
spinning, twirling and twisting, w[illegible] [illegible]toe, doing a somersault

Age	Types of Activities	Ch
0–2 years		
2–5 years		
5–8 years		

Fine motor [illegible] such as cutting, threading, pencil grip, weaving, pushing buttons,
grasping, squeezing, pouring, clapping, blowing, sucking, zipping, buttoning, mou

Age	Types of Activities	Challen
0–2 years		
2–5 years		
5–8 years		

Activity 20: Understanding Cognitive Develo and Why Milestones Matte

Teacher's Notes

Spec area:	C1.1 What do the terms 'cognitive development' and 'cognitive dev		
Suggested use:	Homework plus class	**Timing:**	15 - 0 mins for feedback
Aim:	To help students understand the n ture of cognitive development at 0–2, 2–5 and 5–8 years		
Teacher's instructions:	Homework acti y. S ts to research the terms and complete the a for discu n and feedback in class. Print out the worksheet for each s st s framework to complete the activity in their workbooks. S de e the term 'cognitive development' and then identify four or more milestones that will be taking place for each age group.		

Teacher's Answer Sheet

Suggested definition: cognitive development addresses how children learn through s retention, understanding and problem-solving. Although cognitive development is u accepted that certain cognitive milestones will be achieved by a certain age or matur

Birth to 2 years

- shows anticipatory behaviour, e.g. turning to suck when cheek is stroked
- focuses on objects that are close to them
- focuses on moving objects and follows them with their eyes
- discerns different tastes, e.g. sweet and salty
- uses facial expressions to respond to what is around them
- imitates facial expressions
- responds to facial expressions
- reacts to sounds
- recognises people they know
- is wary of strangers
- looks at sel in a
- will ga po ble' things, e.g. a floating
- starts to develop a sense of 'object permanence'
- manipulates different objects, using their senses to develop an understanding
- imitates some gestures and actions
- recognises self in a mirror
- copies actions of peers and adults, e.g. building block towers, pretending to make a cup of tea
- understands that some things belong together, e.g. clothes in a drawer
- understands what some things are used for, e.g. a spoon for eating with
- understands and responds to simple instructions, e.g. put the teddy in bed
- can point to the correct picture in a picture book when asked to
- can recognise size differences a stack objects from larg g. rings on a
- starts t op gle-word vocabu
- will repe sounds or actions to get attention
- starts to understand the concept of fear, e.g. is clingy in new situations

2–5 years

- refers to reflection of self in the mirro
- identifies and names objects and peop
- starts to sort objects by category, e.g. s
- starts to speak in more complex senten
- can make choices between options, e.g. T-shirt today?
- increasingly develops capabilities in cat
- uses 'why' questions to learn and cons
- listens to and understands more compl
- has a longer s of attention
- starts t re his symbols that have a he n
- n group objects by simple norms, e.g.
- understands the concept of 'mine' and
- starts to identify shapes and colours
- can engage in different games, e.g. boa
- creates paintings and pictures that hav and describe
- starts to show an understanding of sel
- starts to use pronouns correctly in spe
- can drink from a cup, and eat with a sp
- understands 'mine' and 'yours'
- understands the concept of rhyme
- can tell stories about own experiences
- starts to develop a sense of direction, e.

5–8 years

- becomes more interested in others
- understands that others may have diff
- able to focus on multiple aspects of a p
- developing problem-solving skills (no
- expanding vocabulary applied appro
- developing an derstanding that som one me
- dev lop an understanding of what
- derstands the concept of time
- becomes more assertive
- becomes more able to tackle more com
- attention span increases
- becomes more able to discern betwee
- starts to develop the ability to plan ah my friend comes over to play?
- uses symbols to communicate meanin
- starts to develop a sense of empathy
- can take turns when playing a game
- starts to have best friends

Student Activity Sheet: Activity

In your own words, define what is meant by cognitive development.

Next, fill in four or more developmental milestones below that will be observed

Birth to 2 years

-
-
-
-

2–5 years

-
-
-
-

5–8 years

-
-
-
-

Student Activity Sheet: Activity

In your own words, define what is meant by cognitive development.

Next, fill in four or more developmental milestones below that will be observed

Birth to 2 years

-
-
-
-

2–5 years

-
-
-
-

5–8 years

-
-
-
-

Activity 21: The Importance of Play, Play Re
Involvement for Cognitive Develo

Teacher's Notes

Spec area:	C2 The importance of play, play resources and adult involvement f		
Suggested use:	Class (small groups)	**Timing:**	20–25 mins
Aim:	To develop students' skills and understanding the role that play and developing aspects of cognitive development in children.		
Teacher's instructions:	Divide students into small groups and provide each group with one suggestion are provided below. Students to note down their observations in their own workbooks using the prompts of: A) the aspect of cognitive development addressed, and B) the role of the adult		

Suggested toys:

- Various types of puzzle, e.g. simple peg puzzles, size and shape puzzles, puzzles s puzzle), etc.
- Wooden blocks of various sizes
- Small vehicles
- Dressing-up clothes
- Various balls, e.g. soft baby ball, tennis ball, football
- Tea set
- Play dough** with cutters, rolling pins, etc.
- Pencils and/or wax crayons and plain paper
- Games that promote turn-taking, e.g. memory card games, snakes and ladders, d

Teacher's Answer Sheet

Suggested answers, which will depend on the toys available.

Type of Toy	Aspect of CD Addressed	R
Puzzles	Understanding what to do and how to do it. Recognising pictures/items. Remembering. Concentration. Self-esteem. Cognitive skills for shape (maths) and grip (precursor to handwriting). Grip on puzzle pieces strengthening hands. Vocabulary and communication.	Assist with placing asking open-ended child can self-selec and not missing pie puzzles (subjects a
Blocks	Cognitive skills for grip, balance and placement. Imagination. Memory (recreating a scene). Reasoning and problem-solving skills. Concentration. Working together. Turn-taking and sharing. Vocabulary and communication.	Provision. Space. M others). Open-ende small-world play to small models of peo Scaffolding buildin
Small vehicles	Memory – recreating scenes and situations. Imagination. Problem-solving within a story. Playing together. Accepting ideas of others. Storytelling. Vocabulary and communicati	Provision. Observat Provision of other p clipboard, mark-ma phone). Use with o
Dressing up	Memory and imagination. Reasoning skills. Playing with others. Negotiating roles. Supporting others. Sharing and turn-taking. Storytelling. Recreating known scenarios (e.g. res Managing fastenings (pincer grip and hand–eye coordination). Vocabulary. communication.	Provision of a wide putting clothes on. P role play with child changes during role Change out items fo different scenarios e vets. Use children's

Type of Toy	Aspect of CD Addressed	R
Balls	Sensory learning (e.g. in treasure basket). Cause and effect. Problem-solving (How can I ...?). Gross and fine motor skills. Balance and spatial awareness. Turn-taking. Team games. Vocabulary and communication.	Provision of differe and outdoor play. E Encourage explora their shape, colour children become m
Play dough	Sensory learning informing gross and fine motor development (rolling, squee pushing, pulling, grasping tool etc. – all prerequisites for w ng). Developing awareness of be colour and smell. Develo w eness of cause and effect. Voc ary.	Provision of differe alongside children, questions (What if dough with the chi
Drawing	nderstanding of cause and effect. Pressure needed to apply colour to paper. Grip on pencil. Imagination. Creativity. Memory. Storytelling. Vocabulary and communication.	Provide appropriat and thin pencils an paper and card). Pl drawing and writin work (for assessm
Turn-taking games	Social interaction. Turn-taking. Seeing the viewpoint of others. Winning and losing. Fairness. In some games, recognising numbers, letters, shapes or colours. Fine motor skills for dealing out cards or moving a token. Vocabulary and communication.	Provide age-appro with children. Mana they are overwhelm

** The homemade play dough recipe book *Creative Sensory Play Recipe Toolkit: The H Sensory Play* by Amanda Ralph provides a lot of different and cheap play dough recip

Activity 22: Piaget's Theory of Cognitive

Teacher's Notes

Spec area:	C3.1.1 Piaget's theory of cognitive development		
Suggested use:	Class	**Timing:**	10 mins
Aim:	To consolidate students' understanding of Piaget's stages of cogniti		
Teacher's instructions:	Class activity after discussion of Piaget's theory. Print out one copy the student activity sheet for each student. Allow 5–10 minutes for students to answer the questions, then ask them to swap sheets and mark each other's answers. Alternatively, read the questions aloud as students to write the answers (a, b, c or d) in their workbooks.		

Answers

1	2	3	4	5	6	7	8	9	10	1
b	d	a	c	c	a	a	d	c	d	d

Student Activity Sheet: Activity 2

Complete the multiple-choice questions by selecting which answer, a, b, c or d, yo

1. What is the correct order of Piaget's four stages of cognitive development?
   a. formal operational, preoperational, concrete operational, sensorimotor
   b. sensorimotor, preoperational, concrete operation[illegible]mal operational
   c. sensorimotor, preoperational, formal ope[illegible]concrete operational
   d. preoperational, sensorimotor, co[illegible]operational, formal operational

2. What does Piaget mea[illegible]n 'assimilation'?
   a. the [illegible]understand that something hidden is still in the same place
   b. th[illegible]ildren learn by copying
   c. the[illegible] adults teach children about new things
   d. the way new knowledge is linked to already known and understood experie

3. What does Piaget mean by the term 'accommodation'?
   a. when learning does not fit into already understood parameters, new ones h
   b. when knowledge acquisition occurs in a home learning environment
   c. when the child takes control of their own learning
   d. when children and adults work together in the zone of proximal developme

4. At what age does Piaget believe children reach the sensorimotor stage of develo
   a. 2–7
   b. 7–12
   c. 0–2
   d. none of these

5. Intentionality in Piagetian theory is what?
   a. the way the adult pushes a child to l[illegible]s[illegible]thing
   b. the way repetition is essenti[illegible]o[illegible]tive development
   c. the beginning of [illegible]tion and the deliberate planning of steps to ac
   d. the d[illegible]io[illegible]de certain resources to match the child's stage of learni

6. Which s[illegible]development is a child entering when they begin to learn to spea
   a. preoperational
   b. concrete operational
   c. sensorimotor
   d. post-operational

7. A child is shown two balls of play dough that are the same size. When one is flat
   flattened one is bigger. What does this show a lack of?
   a. conservation
   b. conservatism
   c. concretisation
   d. conserves

8. Piaget believed that children in the concrete operation[illegible]e had problems wit
   a. language
   b. spatial awareness
   c. secure attachment
   d. conservation

9. What is[illegible]ma in Piagetian theory?
   a. cur[illegible]m timetable
   b. a list of sensory activities suitable for various age groups
   c. a concept or framework in the mind that organises and interprets informati
      that go together
   d. the way in which cognitive development theory can be mapped by age and

10. In the preoperational stage, Piaget defined children's thinking as what?
    a. socially aware
    b. analytical
    c. unknown
    d. egocentric

11. What is object permanence?
    a. the knowledge that objects still exist even when they are hidden
    b. the ability for heavy items to stay in one place
    c. the knowledge that people and objects can return
    d. the ability for objects to leave a mark

12 Which stage of development starts at the age of 12 and continues until 18 years?
    a. preoperational
    b. formal operational
    c. final operational
    d. first operational

13. According to Piaget, what do children achieve mastery in during the concrete operational stage?
    a. pointing, grasping and finger grip
    b. categorisation, relationships between objects, numbers and how to reason
    c. playing together cooperatively
    d. none of the above

14. Piaget believed that cognitive development did not progress at a steady rate.
    He referred to this as what?
    a. equalisation
    b. equity
    c. equilibrium
    d. equality

15. The manipulation of objects and symbols occurs predominantly at which stage?
    a. sensorimotor
    b. concrete operational
    c. formal operational
    d. preoperational

Activity 23: Applying Piaget's Co
Constructionist Theory

Teacher's Notes

Spec area:	C3.1.2 Applying Piaget's cognitive constr ist theory
Suggested use:	Class — Time: 10 mins
Aim:	To consolidate stude tu standing of Piaget's theory of cogni
Teacher's instructions:	Print out the et for each student. Alternatively, distribute o work between two and ask students to write the answers in t wo books. Complete in class and then either ask students to swap answer sheets with someone else and mark each other's sheets or general feedback in class.

Answers

1. Sensorimotor, preoperational, concrete operational, formal operational
2. A schema is a framework of knowledge that changes according to experiences.
3. When encountering new information, that knowledge is assimilated into an exist exists, then there will be equilibrium. If the schema does not fit the new informa The child will then have to go through a process of adaptation, adjusting the sch accommodation to again achieve equilibrium, either by adjusting a current sche

True or false questions:

1. True
2. True
3. False – concrete operational
4. True
5. True
6. False – formal operational as children ve the ability to think about and draw c not personally experienced. i.e. abstract reasoning
7. True
8. False – pr er stage
9. False – rational stage

Student Activity Sheet: Activity

Complete the following about Piaget's theory of cognitive development.

1. Place Piaget's four stages of cognitive development in the correct order of 1 and 4 for the last stage.

   Formal operational Preoperational Sensorimotor

1.	2.	3.

2. Piaget theorised th… gn…ve development occurs through the constructio… define… m…

   .....

   .....

3. How do the processes of assimilation, disequilibrium, accommodation, adapt… when a child encounters new experiences or knowledge?

   .....

   .....

Circle the correct answer, true or false, for the following statements:

1. If a child is intentionally investigating the environment, for example, shaking … to make a noise and then intentionally shaking it to hear the noise again, the… at the sensorimotor stage of cognitive develop…

2. If a child shows a systematic and log… …proach to solving a problem, they… the formal operational stage of c… …ve development.

3. In Piaget's thre… …in experiment, children who were able to identify w… doll w… …ng… are at the preoperational stage of cognitive developmen…

4. Reasoning and logic skills can be developed through playing strategic games … have rules, such as chess and Monopoly. If a child enjoys this kind of activity, … are at the formal operational stage of cognitive development.

5. A child who understands that the amount of liquid remains the same, if you … two glasses filled with the same amount of liquid and you pour one glass into … taller, narrower glass, is at the concrete operational stage of cognitive development.

6. Children at the concrete operational stage of cognitive development can ans… questions such as, 'If Steven is taller than Olga and Olga is taller than Lucas, … tallest?' without using pictures or drawings.

7. A child who understands that a toy remains in th… …lace even when hid… from view by a blanket (object permanen…e) is … sensorimotor stage of cognitive development.

8. Children who only … …m their own perspective are egocentric and … sensori… …s… …cognitive development.

9. A child … Tariq says 'That's my name' every time he sees a letter T. He is … concrete operational stage of cognitive development.

10. If Kayleigh does not yet understand that 7 + 3 is the same as 3 + 7, she is still … preoperational stage of cognitive development.

Activity 24: Vygotsky's Social Construc

Teacher's Notes

Spec area:	C3.2.1, C3.2.2 and C3.2.3 Vygotsky's social constructivist theory		
Suggested use:	Class	**Timing:**	10 mins
Aim:	To consolidate students' understanding of Vygotsky's social constr		
Teacher's instructions:	Class activity after studying Vygotsky's social development theory. Photocopy the student activity sheet, one for each student, and ask students to complete the multiple-choice questions. Alternatively, distribute the worksheet between two and ask students to write the answers in their workbooks. Either ask students to swap answer sheets with someone else and mark each other's sheets or do general feedback in class.		

Answers

1. b
2. a
3. a
4. c
5. a
6. b
7. c
8. b (quote from Vygotsky, L S (1978). *Mind in society: The development of higher ps* John-Steiner, S Scribner and E Souberman., Eds.) (A R Luria, M Lopez-Morillas an Trans.) Cambridge, Mass.: Harvard University Press. (Original manuscripts [ca. 1
9. c
10. a
11. b
12. b
13. a
14. c

Student Activity Sheet: Activity

Using your knowledge of Vygotsky's social constructivist theory of development, s
following questions that you believe to be correct.

1. Who was Lev Vygotsky?
   a) An American psychologist working in the 1960's
   b) A Russian psychologist wo[illegible] during the Russian Revolutio[illegible]
   c) A Polish é[illegible] developed his th[illegible] during World War II

2. Social constructivist theory argues that:
   a) Social interaction precedes development
   b) Development is the result of behavioural training
   c) Development precedes learning, occurs in stages and is maturational

3. In order for a child to learn they must be assisted by:
   a) A more knowledgeable other
   b) A significant other
   c) A person who they don't know very well

4. The zone of proximal development or ZPD refe[illegible]:
   a) The time it takes for a child to lear[illegible] new task
   b) The cognitive re[illegible] levels of sup[illegible]ed learning
   c) Ti[illegible]nce between a student's ability to pe[illegible]m a task with help and collaboration from an adult or more knowledgeable others and the student's ability to solve the problem independently

5. According to Vygotsky, the guidance given by someone who has more knowledge is known as:
   a) Scaffolding
   b) Shoring up
   c) Supporting

6. According to Vygotsky, which of the following is true?
   a) Knowledge is individually constructed.
   b) Knowledge is constructed b[illegible]een people as they interact.
   c) Knowledge is [illegible]d through reinforcement.

7. What t[illegible]play does Vygotsky believe enhances cognitive development?
   a) Solitary
   b) Constructional
   c) Symbolic

8. Complete this quot[illegible] function in the chil[illegible] appears twice,
   a) first on the ind[illegible] cognitive level[illegible]
   b) first, on the so[illegible] individual level[illegible]
   c) first on the soc[illegible] group level.'

9. Vygotsky's social co[illegible]
   a) The child is an[illegible]
   b) Children are u[illegible] by themselves[illegible]
   c) Culture and la[illegible] in developmen[illegible]

10. Vygotsky's social co[illegible] children's private sp[illegible]
    a) The way childr[illegible] planning what[illegible]
    b) The way childr[illegible] away from adu[illegible]
    c) The way childr[illegible] are not sure o[illegible]

11. According to Vygot[illegible] theory, the process[illegible] task with different [illegible] arriving at a shared[illegible]
    a) Objectivity
    b) Subjectivity
    c) Adaptability

12. Vygotsky thinks of c[illegible]
    a) Scaffolders
    b) Apprentices
    c) Workers

13. What is a child's m[illegible] nurtured and used t[illegible] understand new co[illegible]
    a) Sociability
    b) Egocentrism
    c) Stubbornness

14. According to social [illegible] these is the most i[illegible]
    a) Learning letter[illegible]
    b) Observing chil[illegible] in their play
    c) Playing togeth[illegible]

Activity 25: How Bruner's Modes of Cogniti
be used to Promote Learni

Teacher's Notes

Spec area:	C3.3 How Bruner's modes of cognitive re		n can be used to p		
Suggested use:	Class	**Timing:**	30	**Assessment**	
Aim:	To show students how th		nfluences educators and classroom		
Teacher's instructions:	Show the vide		Ask them to observe what is happening then a		
	th		ers in their workbooks. Students should complete the acti ndividually or in pairs.		
	YouTube video of child feeling Montessori sandpaper letters and repeating the experience in a sand tray: **zzed.uk/12842-Activity25-V1**				

Go to zzed.uk/128

Teacher's answer sheet

1.
   - Enactive stage – children use their senses to acquire knowledge (touching,
   - Iconic stage – development of memory / formation of mental images. Simi
   proposed by Piaget.
   - Symbolic stage – symbol or signal systems begin to replace the more functi
   (mathematics, language, logic, symbols).

2. Bruner theorised that development occurs as a result of gradual change, based o
others and the environment. Bruner believed that, as long as the process was gea
development of the child, the child could be taught anything at any age. Piaget be
stages, and that children could learn certain things only once they had reached a

3. A spiral curriculum is one in which significant concepts are presented to students wi
as the student matures. For example, pre-schoolers will learn about insects (ofte
pre-school curriculum) and later, older children will earn about insects, plant fe
comes fr

4. Health, inherited traits, socio-economic background, access to education, cultura
environmental stability, relationships, self-esteem and self-worth.

5.
   - The video shows a child using sandpaper number boards, feeling each numbe
   with his forefinger, and then repeating the movement in the sand tray, befor
   - The child is using his senses to teach his hand and arm to make a number s
   the sandpaper on the number board with the correct movement – enactive
   - The child is then taking that knowledge and repeating the process without
   number, free-hand in the sand tray – iconic stage
   - The next stage, which is not yet achieved, will see the child understand tha
   amount – symbolic stage.

Student Activity Sheet: Activity

Watch the video and answer the questions below regarding Bruner's model of co

1. What three stages of cognitive development does Bruner believe children p what happens in each stage.
2. What is the main difference between B and Piaget regarding children's
3. What do you understand by the term 'spiral curriculum'? Give an example
4. Both B and Piaget believe all children possess an innate ability to learn develop of their cognitive abilities. What factors might influence this?
5. Describe the video. How does Bruner's model of cognitive repetition inform the video?

Student Activity Sheet: Activity

Watch the video and answer the questions below regarding Bruner's model of co

1. What three stages of cognitive development does Bruner believe children p what happens in each stage.
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4. Both Bruner and Piaget believe all children possess an innate ability to learn development of their cognitive abilities. What factors might influence this?
5. Describe the video. How does Bruner's model of cognitive repetition inform the video?

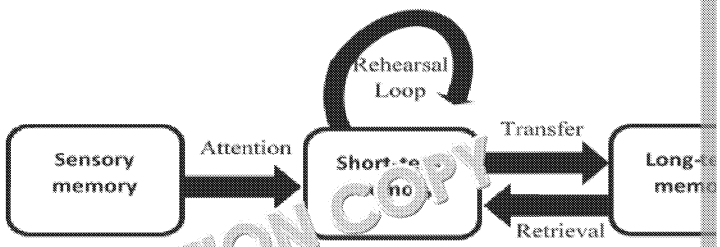
Activity 26: Information Processin

Teacher's Notes

Spec area:	C3.4.1, C3.4.2 and C3.4.3 Information processing theory			
Suggested use:	Homework plus class (small groups)	**Timing:**	15–20 mins (in class)	**Assessme**
Aim:	To provide students with a practical insight into how information to children's learning by playing the hidden objects game.			
Teacher's instructions:	Homework and class activity. Provide students with the activity sh and ask them to complete the questions for homework, they should w their answers. Discuss in class. Then, divide the class into small groups and play the hidden objec game. Provide each group with a bag containing 20 or more small random objects (e.g. teaspoon, eraser, furry material, Christmas b hair grip, pinecone, toy car, etc.) and a blindfold. Ask students to l at the objects, name them and pass them around before placing th items in the bag. Student should take it in turns to put on the blin reach in the bag, take out an object and name it before taking the blindfold off. They should then place the object back in the bag an pass the bag to the next student. Discuss how information proces theory can be applied to the game.			

Suggested answers

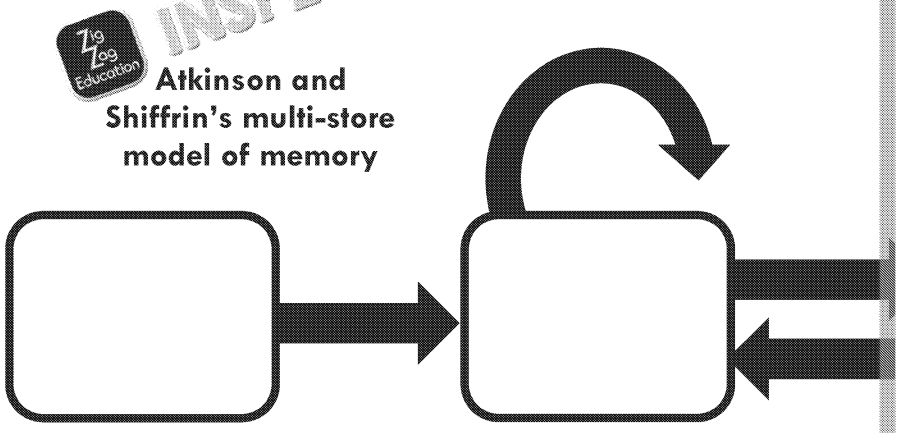
1. Information processing theory looks at the way in which information is encoded formulated by Atkinson and Shiffrin in 1968 as '… a general framework within w formulated,' (R C Atkinson, R M Shiffrin. Human memory: A proposed system an Spence, J T Spence (Eds.), *The psychology of learning and motivation: II*, Academi
2. - Sensory memory. This is how we process information from our sen transitory, and if it is not transferred to our short-term memory, it will be l
   - Short-term memory. Also known as working memory. Information in the sho 30 seconds but this depends on how fast our brains are at processing the info working our brains to remember. It is also dependent on our ability to p
   - Long-term memory. Information is stored in the long-term memory store, a information that can be stored there. It may remain for a few minutes or for
3. Attention, coding, rehearsal and repetition.
4. Provide different ways of conveying the same information. Repeat learning opp adult-led). Make learning fun, stressless and meaningful. Connect to previous ex Provide information as bite-sized components.
5. Students should complete the figure of Atkinson and Shiffrin's multi-store model nomenclature.



Student Activity Sheet: Activity

Complete the questions below.

1. Define the term 'information processing theory'. Where does the term come
2. According to the theory, we have three stores that are permanent features o how do they function?
3. Which four processes control the flow of inform ation across the three types
4. What can adults do to help children pro s s information they are expose learning outcomes?
5. Copy and complete th figure below.



Student Activity Sheet: Activity

Complete th tions below.

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3. Which four processes control the flow of information across the three types
4. What can adults do to help children process the information they are expose learning outcomes?
5. Copy and complete the figure below.

Atkinson and
Shiffrin's multi-store
model of memory

Activity 27: How Education Movements
to Promote Cognitive Develop

Teacher's Notes

Spec area:	C3.4.1, C3.4.2 and C3.4.3 Information processing theory		
Suggested use:	Class (small groups)	**Timi**	2	30 mins
Aim:	To show students how the		educators.
Teacher's instructions:	Print out a copy of the activity sheet for each student, or one between two. Then discuss the three-period lesson, acting out the different stages using, for example, three pieces of fruit, three colours, three plastic animals, three different pasta shapes, etc., or watch a YouTube video: **zzed.uk/12842-Activity27-V1** on the Montessori three-period lesson. Place students in pairs or random groups and ask them to brainstorm how the concept of a three-period lesson relates to the theories of Piaget, Vygotsky, Bruner and Information Processing. Either ask them to complete this on the worksheet, or in their workbooks. Feed back in class.		

One of the key stones of Montessori practice is the three-period lesson. Using this metho introduce a new concept (not just vocabulary) to children. It is used to move the child fr Each part will be conducted at different times, allowing the child time to assimilate or ac

Although Maria Montessori developed her educational methodology either before or Bruner and Information Processing Theory, it is interesting to note how each theory way to the three-period lesson concept.

Simple YouTube presentation of a three-period lesson can b e here.
zzed.uk/12842-Activity27-V1 Go to zzed.uk/12842

The Three-period Lesson

1. Naming: The adult nam three objects. For example, three colour tablets –
2. Recognitio and recognition. The teacher will involve the child and ask them to they na
3. Recall: u will ask the child, 'What is this?'

How Does this Relate to Theories Regarding Cognitive Development?

Piaget:
- this method of learning is useful for children at the pre-operational stage.
- The child is an active learner
- the child is learning via processes of assimilation, disequilibrium, accommodati

Vygotsky:
- working with a more knowledgeable other, or MKO
- working within a child's zone of proximal development, or ZPD, building on wha something they do not yet know or understand – scaffolding
- working within a cultural and social context (using every day materials)

Bruner:
- Enactive mode of leaning – through physical m e pointing)
- Iconic mode of learning – development e image of the learning opportu and later recall)
- Symbolic mode of learn ility to create a memory without directly experie age of 7 and is n referenced by the three-period lesson)

Information sing theory:
- Sensory processing transferring to short term memory
- Repetition, chunking (all three objects are colours, animals, etc.), meaningful ex long-term memory

Student Activity Sheet: Activity 2

Although Maria Montessori developed her educational methodology either befo
Vygotsky, Bruner and information processing theory, it is interesting to note how
period lesson concept. Make notes in the boxes below on how they inform cogni
following description of the Montessori three-period lesson and then consider ho
cognitive development relate to its use in the classroom.

The Montessori three-period lesson

The three-period lesson is a keyst[illegible] Montessori practice. Using this method
introduce a new concept (a[illegible]cabulary) to children. It is used to move the
to mastery. Each part of the lesson will be conducted at different times, allowing
accommodation of the new concept.

The three parts of a Montessori three-period lesson

1. Naming: The adult names the three objects. For example, three colour table
2. Recognition and Association: The teacher will involve the child and ask them
   that they name.
3. Recall: Now you will ask the child, 'What is this?'

Piaget

Vygotsky

Informati

Activity 28: Normative Milestones in Langu

Teacher's Notes

Spec area:	D1.1 Normative milestones in language development		
Suggested use:	Class or homework	**Timing:**	15 mins
Aim:	To provide students with an understandi[illegible] what are considered language development and the a[illegible] which children should achie[illegible]		
Teacher's instructions:	Divide the class into [illegible] small groups. Photocopy the activity sheet [illegible] for each student. Allow time for students to comple[illegible] by adding the correct age at which each m[illegible] is usually* observed. Alternatively, ask students to write the answers in their workbooks. Feed back in class afterwards. Time allocated: 15 minutes.		

Suggested Answers

* Every child is unique, and some children will not achieve these milestones at exactly Generally, however, most children will have achieved them within the age ranges give

1.	Will point at pictures in a book when asked 'Can you find ...?'
2.	Will babble in 'sentence-like structures' when playing independently
3.	When you say 'look' and point, they look where you are pointing
4.	When talking, sometimes misapplies grammatical rules, e.g. 'I goed' instead o
5.	Vocabulary develops from 20 words to around 200 [illegible]s at the end of this s
6.	Use 4–6 words in a grammatically correct w[illegible]y i[illegible] sentence
7.	Use phrases such as 'I think' to de[illegible] something
8.	Use language in play wi[illegible] their children
9.	Understand [illegible] concept of 'his', 'hers' and 'yours'
10.	Un[illegible] words for colour and numbers up to 10
11.	Unde[illegible] and turn-taking in conversations and play
12.	Understand the concept of 'no' and 'mine'
13.	Understand that we have different ways to say the same thing, e.g. subtract /
14.	Understand simple words such as 'bye-bye' or 'up', particularly when combi
15.	Understand simple questions such as, 'Where is ...?'
16.	Understand simple instructions
17.	Understand questions using 'who', 'what' and 'where'
18.	Understand more complex instructions such as, 'Put your cup on the table'
19.	Understand and use appropriately descriptive words, e.g. fast, heavy
20.	Understand and comply with more complex instructions
21.	Understand two or more instructions linked togeth[illegible]
22.	Turn towards a sound
23.	Tell you about something that h[illegible] ha[illegible]ed to them
24.	Stay on topic in a con[illegible]ion
25.	Start to [illegible]nde[illegible] the idea of making plurals by adding an -s to a word, e.g.
26.	Sta[illegible]derstand the concept of telling a joke / wordplay
27.	Start [illegible]understand the concept of time – future and past
28.	Start to understand the concept of conversation, where you speak and they b
29.	Start to say 2–3-word sentences
30.	Start a conversation

31.	Speech is becoming clearer, but some words are understandable only to close
32.	Say longer sentences that are grammatically correct
33.	Remember and follow a story that is read to them over several days
34.	Recognise your voice
35.	React when they hear their name
36.	React to loud noises
37.	Point and make a noise to get attention
38.	May struggle with more complex sounds such as sh, ch, th and r
39.	Master the sounds m, n, [illegible], t, [illegible], k and g when talking
40.	Make it known that they want to continue with a game such as peekaboo
41.	Make different [illegible]eries for different needs
42.	Make cooing and babbling sounds, sometimes to get attention
43.	Look into your eyes when you talk to them
44.	Look at you and turn their head when you are speaking to them
45.	Instigate and take part in imaginary play with other children, using props
46.	Imitate others smiling and laughing
47.	Have a vocabulary of about 300 words
48.	Enjoy reading simple picture books with an adult
49.	Enjoy rhymes and songs
50.	Enjoy pretend play and collaborating with others
51.	Enjoy music, nursery rhymes and singing, sometimes moving with the music
52.	Enjoy listening to books and stories and can answer simple questions about t
53.	Enjoy having picture books read to them
54.	Engage in independent play and more pretend play
55.	Discover that some words sound the same but mean different things, e.g. oran or sun/son
56.	Developing understanding of contrast, e.g. big and little
57.	Copy animal words and sounds, e.g. animal sounds
58.	Communicate using more detailed and longer sentences
59.	Can talk clearly to unfamiliar people
60.	Can say simple 3–4-word sentences
61.	Can say a few words but understand more
62.	Can reply to questions that require problem-solving and reasoning skills, e.g. 'Wh
63.	Can listen to and remember more complex stories
64.	Can continue playing while listening to you and answering
65.	Can answer questions about a story without being prompted by a picture
66.	Begin to link sentences together using 'and'
67.	Become frustrated / have a tantrum when others do not understand them
68.	Babble recognisable sounds such as 'na-na'
69	Ask questions often and repeatedly
70.	Ask 'what', 'where', and 'why' often and repeatedly
71.	Able to describe some feelings and emotions, and recognise them in others
72	Able to concentrate on something for a longer period, without being asked

Student Activity Sheet: Activity

Look at the list of normative milestones in language development listed below. U
6–12 months, 1–2 years, 2–3 years, 3–4 years, 4–5 years and 5–8 years, complete

	Milestone
1	Will point at pictures in a book when asked 'Can you f… ?'
2	Will babble in 'sentence-like structures' … playing independently
3	When you say 'look' and p…, they look where you are pointing
4	When t…king, … misapplies grammatical rules, e.g. 'I goed' instead of 'I w…
5	Voca… develops from 20 words to around 200 words at the end of this stage
6	Use 4–6 words in a grammatically correct way in a sentence
7	Use phrases such as 'I think' to describe something
8	Use language in play with other children
9	Understand the concept of 'his', 'hers' and 'yours'
10	Understand words for colour and numbers up to 10
11	Understand turn-taking in conversations and play
12	Understand the concept of 'no' and 'mine'
13	Understand that we have different ways to say the same thing, e.g. subtract / minus
14	Understand simple words such as 'bye-bye' or 'up', particularly when combined with
15	Understand simple questions such as, 'Where is …?'
16	Understand simple instructions
17	Understand questions usi… 'who', 'what' and 'where'
18	Under…d m… …plex instructions such as, 'Put your cup on the table'
19	Unde… …nd use appropriately descriptive words, e.g. fast, heavy
20	Understand and comply with more complex instructions
21	Understand two or more instructions linked together
22	Turn towards a sound
23	Tell you about something that has happened to them
24	Stay on topic in a conversation
25	Start to understand the idea of making plurals by adding an -s to a word, e.g. car, c…
26	Start to understand the concept of telling a joke / wordplay
27	Start to understand the concept of time – future and past
28	Start to understand the concept of conversation …h… …d speak and they babble
29	Start to say 2–3-word sentences
30	Start a conversation
31	Spee… …ec… …earer, but some words are understandable only to close fami…
32	Say l… …entences that are grammatically correct
33	Remember and follow a story that is read to them over several days
34	Recognise your voice
35	React when they hear their name

	Milestone
36	React to loud noises
37	Point and make a noise to get attention
38	May struggle with more complex sounds such as sh, ch, th and r
39	Master the sounds m, n, p, b, t, d, w, k and g when talkin
40	Make it known they want to continue with a [illegible] such as peekaboo
41	Make different cries for differ[illegible]
42	Make cooing and [illegible]unds, sometimes to get attention
43	Look[illegible]ur eyes when you talk to them
44	Look at you and turn head when you are speaking to them
45	Instigate and take part in imaginary play with other children, using props
46	Imitate others smiling and laughing
47	Have a vocabulary of about 300 words
48	Enjoy reading simple picture books with an adult
49	Enjoy rhymes and songs
50	Enjoy pretend play and collaborating with others
51	Enjoy music, nursery rhymes and singing, sometimes moving with the music
52	Enjoy listening to books and stories and can answer simple questions about them
53	Enjoy having picture books read to them
54	Engage in independent play and more pretend play
55	Discover that some words sound the same but mean different things, e.g. orange (
56	Developing understanding of contrast, e.g. big and little
57	Copy and imitate words and sounds, e.g. animal sounds
58	Communicate using more detailed and longer sentences
59	Can talk clearly to unfamiliar people
60	Can say simple 3–4-word sentences
61	Can say a few words but understand more
62	Can reply to questions that require problem-solving and reasoning skills, e.g. 'What c
63	Can listen to and remember more complex stories
64	Can continue playing while listening to you and answering
65	Can answer questions about a story without being prompted by a picture
66	Begin to link sentences together using 'and'
67	Become frustrated / have a tantrum when others do not understand them
68	Babble recognisable sounds such as 'mama'
69	Ask questions [illegible] repeatedly
70	Ask 'where', and 'why' often and repeatedly
71	Able to describe some feelings and emotions, and recognise them in others
72	Able to concentrate on something for a longer period, without being asked

Activity 29: How Do We Communicate wi

Teacher's Notes

Spec area:	D2.1 How do we communicate with each other?			
Suggested use:	Class (small groups)	**Timing:**	20 mins	**Ass**
Aim:	To break down the different ways in w ch children communicate with them.			
Teacher's instructions:	Divide the class int do groups of 4–6 students. Provide each group w a pho copy of the fishbone diagram from the stude vi sheet. Allow students time to write in their wo books as many ways as they can think of in which communication can take place in each area. Feed back in class.			

Suggested Answers

1. Cooing, babbling, first words, holophrases, telegraphic speech, language explosio
2. Pre-linguistic: cooing and babbling. Linguistic: first words, holophrases, telegra fluency, speech maturity.
3. Receptive language refers to how we comprehend spoken, written or physical la
4. Expressive language refers to how we can make others understand our wishes b This includes speaking using correct syntax and grammar.

Some ideas for receptive and expressive communication.

Non-verbal: receptive – pre-linguistic cooing, crying and babbling, cuddling, stroking
expressive – pre-linguistic cooing, crying, babbling, pushing away, turni

Verbal: receptive – giving instruction, informing, making encouraging and disco praising, answering questions, understanding the meaning behind a wo
expressive – informing, describing, cryin a ing screaming, shoutin syntax and grammar, echoing, con ng im ing, asking questions

Visual: receptive – identifyin p people and places, signing using sign la shaking head waving, picture cues, e.g. Picture Exchange Com and lab ead signs), reading
ssi – smiling, frowning, pouting, gesturing, writing

Physical: receptive – taking someone by the hand, running away, touching, crossi keep safe or to soothe)
expressive – taking someone by the hand, running away, touching, cross away, pushing, hugging, cuddling, kissing, winking, refusing to move

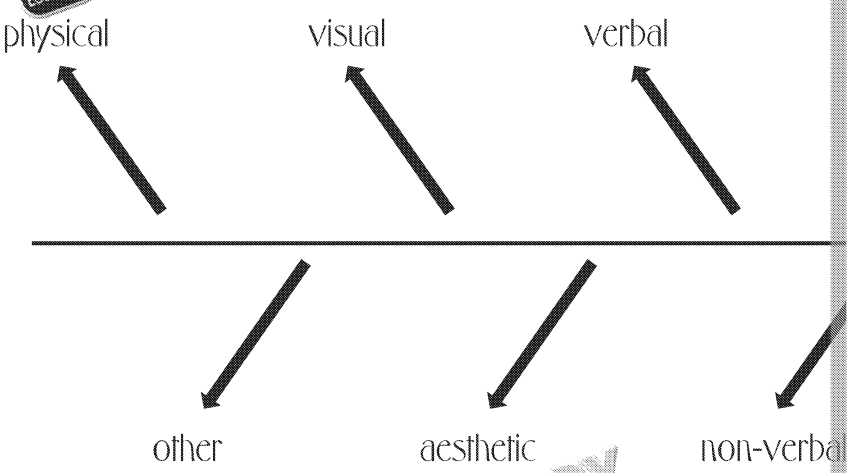
Aesthetic: receptive – storytelling through reading, dance or music
expressive – drawing, painting, acting, decorating

Other: receptive – routines, food, the way we dress
expressive – the way we dress, jewellery we wear, places we live, cars w places we shop

Student Activity Sheet: Activity 2

1. Place the following stages of language development in the correct order: tel
   holophrases, first words, cooing, speech maturity, fluency, language explosio
2. Which stages are termed pre-linguistic, and which linguistic?
3. What do we understand by the term 'receptive language'?
4. What do we understand by the term 'expressive language'?

Communication is more than just talking. There are many ways in which we comm
we are, what we stand for, what we are thinking, etc. which are never articulated
understood by others who come from the same sociocultural background. These
variety of ways. In your groups brainstorm as many different ways as you can thi
use to communicate with each other, noting whether they are receptive or expre



Student Activity Sheet: Activity 2

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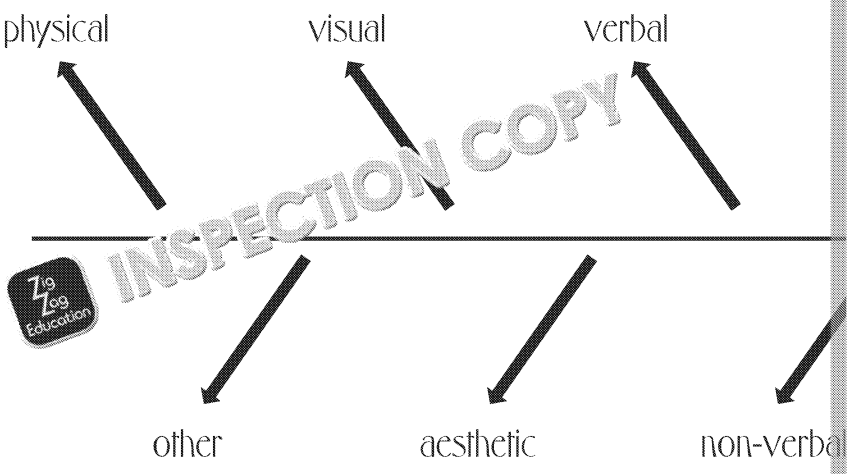


Activity 30: English as an Additional

Teacher's Notes

Spec area:	D2.2 English as an additional language (EAL)			
Suggested use:	Class (small groups) or homework	**Timing:**	30 mins	**Assessment objective**
Aim:	To help students understand the challenges faced by children for whom English is an additional language (EAL)			
Teacher's instructions:	Either assign as homework or use for group work in class. If using in class, divide students into four groups and provide each group with one or two scenarios. Ask students to discuss the scenario and note down any ideas they might have for the question they have received. Feed back in class. Time assigned for activity in class, including feedback: 10 minutes for group discussion on single study, plus 20 minutes for feedback and class discussion.			

Suggested answers

Scenario 1:

Maslow's hierarchy of needs. Technically, the child has access to the first two tiers of parent, need support in feeling as though they belong. This is important as learning o secure environment, where there are more positive than negative stimuli to affect bra gross and fine motor skills is an indicator of the quality of experiences a child has had show a developmental delay of some description.

Scenario 2:

- Interview or meeting to ascertain
  - where language skills of the child lie – if possible conduct a first-language a
  - which languages the child knows
  - what previous education the child has had
  - the child's proficiency in the written language (reading and writing)
  - if appropriate, information about any traumatic experiences encountered in the ho
- Use of interpreters
- Approach parents who speak the language and, if appropriate, ask if they and the 'buddies' to the family in the first instance.
- Walk around the school, showing where the toilets are, and the canteen, etc.

Scenario 3:

- Use pictographs/labels combined with single English words and words in the chi communication, e.g. toilet, circle or mat time, lunchtime, break time, book, pencil classroom before the child arrives, and maybe keep some back so the child can p understand their function.
- Assign a 'buddy' who will be the child's partner and show them what to do.
- Prep the other students using the personal, social and emotional resources avail
- Have a welcome 'circle time' where the children introduce themselves.
- Put together an age-appropriate EAL kit. This could include language-learning g between home and school; and a vocabulary or topic book where new words and English, to be completed in the child's first language by the parent.
- Set up targeted one-to-one or small group interventions either outside class or in knowledge, vocabulary and communication skills.

Scenario 4:

- I Spy
- Barrier games, e.g. listen and do games, memory games
- Simple card games using pictures and phonic cards, Jolly Phonics, etc.
- Simon Says game
- Playground games, e.g. hopscotch, ball games

Student Activity Sheet: Activity 3

In your groups, consider the scenario you are given. Discuss and note down your on lined paper for the question you have been given. Feed back in class.

Scenario 1:
Imagine a child who is 6 years old, who has been brought to the UK by his mother as a refugee from war and poverty in their home country. The language they speak and know is written in a different script to English (e.g. Greek, Russian or Korean), and neither the child nor the mother knows any English, apart from a few basic words such as 'hello'. They are both very sad as they have had to leave everything behind, including the child's father, who is fighting. The family is applying for asylum and has been provided with temporary accommodation (sharing kitchen and bathroom facilities with other refugees) and enough money for food and essentials.

Question: Are there any theories that can assist staff in assessing how to help this child integrate into the community at the new school? Include knowledge of gross and fine motor development. Why is this important?

Scenario 2:
Imagine a child who is 6 y
to the UK by his mother a
in their home country. Th
is written in a different sc
Russian or Korean), and
knows any English, apart
'hello'. They are both ver
everything behind, includi
fighting. The family is app
provided with temporary
and bathroom facilities wi
money for food and esse

Question: What strate
to assist integration a
classroom?

Scenario 3:
Imagine a child who is 6 years old, who has been brought to the UK by his mother as a refugee from war and poverty in their home country. The language they speak and know is written in a different script to English (e.g. Greek, Russian or Korean), and neither the child nor the mother knows any English, apart from a few basic words such as 'hello'. They are both very sad as they have had to leave everything behind, including the child's father, who is fighting. The family is applying for asylum and has been provided with temporary accommodation (sharing kitchen and bathroom facilities with other refugees) and enough money for food and essentials.

Question: What simple games would help a 6 year-old learn new vocabulary and improve their confidence in a second language?

Scenario 4:
Imagine a child who is 6 y
to the UK by his mother a
in their home country. Th
is written in a different sc
Russian or Korean), and
knows any English, apart
'hello'. They are both ver
everything behind, includi
fighting. The family is app
provided with temporary
bathroom facilities wi
money for food and esse

Question: What strate
when welcoming the c

Activity 31: The Importance of Open-end
Supportive Adult–Child Interactions and h
Language Development

Teacher's Notes

Spec area:	D2.3 The importance of [illegible] questions in supportive adult promotes langua[illegible]e [illegible]lopment			
Suggested use:	Class [illegible]g[illegible]oups)	**Timing:**	20-30 mins	**Assess objecti**
Aim:	To strengthen students' understanding of the importance of using scaffolding of prior knowledge with regard to children's learning a			
Teacher's instructions:	Divide into 8 groups. On the activity sheet are some questions that students have to say are either open or closed, students should wr down the answers in their workbooks. After that, there are a few small scenarios for students to work with and create a conversatio that shows scaffolding using open-ended questions. Students to decide who will be the child and who will be the more knowledgea other (MKO)/adult. Allow students 5 minutes to create a small scenario around the conversation provided. Each group can then share their scenario before the class. Length of activity: 10 minutes to decide whether questions are ope or closed and prepare conversation. 5 minutes to share with class. Total length of time depends on number of pairs or scenarios used.			

Open-ended questions are questions that require more th[illegible]y[illegible]s' or 'no' answer. Th why, where, when or who, or they may be formulate[illegible]to [illegible]w you need more inform give, for example, 'tell me', or 'help me und[illegible]'.

The use of 'why?' can sometim[illegible]e interpreted by the other person as being judgemen that?'. The other thing to be aware of is that we often follow an open question such as with a close[illegible]W[illegible]s the weather good?'. It is tricky keeping the questions open and times when you need to ask a closed question, for example, as per Question 10 when th

Open-ended questions that you answer yourself can be helpful when communicating an additional language. It provides them with syntax, grammar and vocabulary that th and finally repeat back to you.

Answers to Student Activity Sheet

1.	'How is everything?'	Closed. (Although a 'How?' ques will receive a one-word answer
2.	'What do you think will happen next?'	Open
3.	'I don't know where to put this, do you?'	Closed
4.	'Where have all the children gone?'	Open
5.	'Tell me about your weekend.'	Open
6.	'Do you want to tell me something?'	Closed
7.	'What do you want to tell me about?'	Open
8.	'Was it very hot at the beach?'	Closed
9.	'Where did you go on hol[illegible]	Open
10.	'Do you w[illegible]t m[illegible]w[illegible]er?	Closed

Student Activity Sheet: Activity

This is about the importance of open-ended questions in adult-child interactions
and development. Section 1: decide whether the questions are open or closed.
scenario. Note down how many open-ended questions you manage to ask before

Section 1

Look at the questions below; are they open-ended or closed questions? Select th

1.	'How is everything?'	Open/Closed
2.	'What do you think we can open next?'	Open/Closed
3.	'I don't know where to put this, do you?'	Open/Closed
4.	'Where are all the children gone?'	Open/Closed
5.	'Tell me about your weekend.'	Open/Closed
6.	'Do you want to tell me something?'	Open/Closed
7.	'What do you want to tell me about?'	Open/Closed
8.	'Was it very hot at the beach?'	Open/Closed
9.	'Where did you go on holiday?'	Open/Closed
10.	'Do you want milk or water?'	Open/Closed

Section 2

Using your assigned speech bubble, decide who is going to be the child and who
other (MKO) according to Vygotsky's social constructivist theory of development
scenario showing how you use open-ended questions to help children talk about
express their ideas and emotions. Make notes and share with the rest of the grou

Activity 32: The Jargon Behind Langua

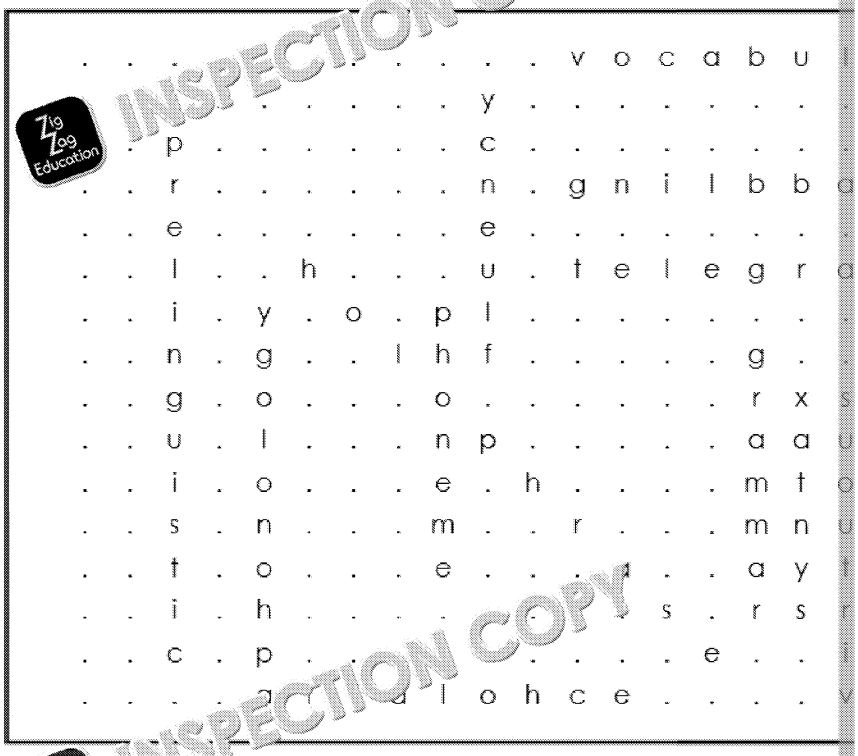
Teacher's Notes

Spec area:	D3 The jargon behind language theories			
Suggested use:	Class (small groups)	**Timing:**	10–15 mins	**Assessmen**
Aim:	To help students understand the different terms used when explai literacy concepts.			
Teacher's instructions:	Photocopy the student activity sheet for each student. Working individually, ask students to find the words in the word search according to the clues given below. Students should mark each wo or phrase in the word search as they find it and also write it in the correct pl in the different clues. Mark or feedback in class.			

Answers

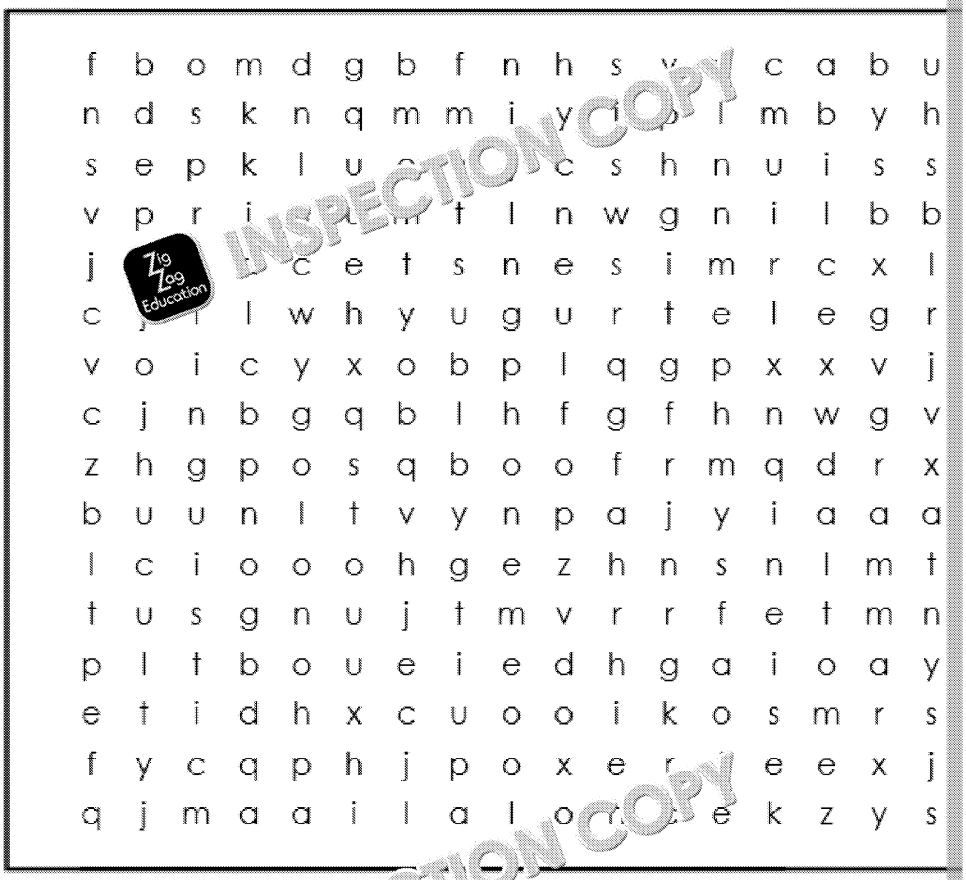
The following words are hidden in the word search:

1. Phonology – sounds that are used in language.
2. Phoneme –unit of speech sound in a language
3. Semantics – the meaning of a word or part of a word.
4. Syntax – the rules of grammar that govern use of a language.
5 Holophrase – single words, which may have multiple meanings, uttered by youn
6. Telegraphic speech – two-word phrases used by toddlers that will have multiple
7. Babbling refers to the first communication sounds made by babies.
8. Echolalia – repetition of noises or phrases by children as they learn to speak.
9. Fluency – the stage when children are able to communicate easily in a language.
10. Virtuous error – misapplied grammatical rule such as I goed instead of I went
11. Grammar – language rules
12. Prelinguistic – before the development or acquisition of language
13. Vocabulary– the words that exist in a particular lan



Student Activity Sheet: Activity

Either find the words in the word search, mark the word and fill in the space on t
guess which word you should be looking for. There are 13 to find! Words are hi



f	b	o	m	d	g	b	f	n	h	s	[illegible]	c	a	b	u
n	d	s	k	n	q	m	m	i	y	[illegible]	l	m	b	y	h
s	e	p	k	l	u	[illegible]	[illegible]	[illegible]	c	s	h	n	u	i	s	s
v	p	r	i	[illegible]	[illegible]	t	l	n	w	g	n	i	l	b	b
j	[illegible]	c	e	t	s	n	e	s	i	m	r	c	x	l	
c	[illegible]	l	w	h	y	u	g	u	r	t	e	l	e	g	r
v	o	i	c	y	x	o	b	p	l	q	g	p	x	x	v	j
c	j	n	b	g	q	b	l	h	f	g	f	h	n	w	g	v
z	h	g	p	o	s	q	b	o	o	f	r	m	q	d	r	x
b	u	u	n	l	t	v	y	n	p	a	j	y	i	a	a	a
l	c	i	o	o	o	h	g	e	z	h	n	s	n	l	m	t
t	u	s	g	n	u	j	t	m	v	r	r	f	e	t	m	n
p	l	t	b	o	u	e	i	e	d	h	g	a	i	o	a	y
e	t	i	d	h	x	c	u	o	o	i	k	o	s	m	r	s
f	y	c	q	p	h	j	p	o	x	e	[illegible]	e	e	x	j	
q	j	m	a	a	i	l	a	l	o	[illegible]	e	k	z	y	s	

1. _____ refers to the sounds that are used in a language.
2. _____ refers to a speech sound in the English language
3. _____ refers to the meaning of a word or part of a word
4. _____ refers to the rules of grammar that govern use of
5. A _____ is the name given to single words, which may h
   by young children as they learn to speak.
6. _____ speech refers to two-word phrases used by todd
7. _____ refers to the first communication sounds made b
8. _____ is the repetition of [illegible] or phrases by children
9. _____ refers to the stage when children are able to com
10. _____ error – misapplied grammatical rule such as I goed
11. _____ refers to the rules of a language.
12. _____ refers to the sounds made before the development
13. _____ refers to all the words existing in a particular lan

Activity 33: Language Learning Theories –

Teacher's Notes

Spec area:	D3 Language learning theories			
Suggested use:	Class or homework	**Timing:**	20 mins	**As**
Aim:	To consolidate students' understandi[illegible] the major theories development impact how childre[illegible] anguage.			
Teacher's instructions:	If using in class, may be ac[illegible] dividually, in pairs or in small grou Provide each student with a copy of the activity sheet. Allow time student[illegible] the correct theorist's name within each banner. A[illegible] ery, provide one worksheet between two students and as them the write their answers in their workbooks using the numbe on each banner. Feed back in class.			

Teacher's Notes and Answer Sheet

	Statement
1.	Language acquisition occurs through verbal reactions from carers to attention behaviour such as cooing or babbling. When babies make noises that sound lik adults tend to reinforce them by repeating them, e.g. 'dada'. This is called selec reinforcement.
2.	The length of a child's sentence, or mean length of utterance (MLU), increases a of language increases.
3.	The language acquisition device allows children to absorb and acquire language grammar rules.
4.	Nativist theory of language acquisition
5.	Children acquire new language skills through oper[illegible] lassical conditioning, an
6.	Virtuous errors – grammatical mistak[illegible] es[illegible] a limited knowledge of sente
7.	Language development is in[illegible] d innate in all humans.
8.	There is a critical p[illegible] o[illegible] arning language. If language is not learned by the tim they w[illegible] er [illegible] to acquire fluency.
9.	Enacti[illegible] e of learning – learning by doing.
10.	Children are born with a language acquisition support system (LASS) which all development of symbolic and abstract thinking
11.	The brain is hot-wired with a language acquisition device (LAD) to recognise lang
12.	Symbolic mode of learning – ability to understand concepts, ideas and events v symbols such as words and numbers.
13.	Behaviourist theory of language acquisition.
14.	Iconic mode of learning – the ability to create a mental image of a personal or l experience that can be applied to new experiences.
15.	Speech develops through the understanding and correct use of grammatical st words, also known as morphology.
16.	Language acquisition and development is strongly influenced by the environm surrounding the child
17.	Social interactionist theory of language acquisition.
18.	Language development through[illegible] he world follows a pattern, and children w same mistakes regardi[illegible] mmar rules regardless of language.
19.	Children a[illegible] quir[illegible] through the active interactions in play and learning oppo scaffo[illegible] rovided by adults or others.
20.	There [illegible] ve stages in language development.
21.	Use of longitudinal observations, carried out over a period of time, to record th speech of children.

Student Activity Sheet: Activity

Each banner represents a statement from the theories of B F Skinner, Jerome Bru
Chomsky concerning language development. Circle the name within the banner

Language acquisition occurs via verbal reactions from carers to attention-seeking behaviour such cooing or babbling. When babies mak s that sound like words, adults ten f e them by repeating them, e.g 'T is called selective reinforce
Skinner Bruner Chomsky Brown 1

The length of a child's sentence, or mean length of utterance (MLU) increases as their grasp of language increases.
Skinner Bruner Chomsky Brown 2

The language acquisition device allows children to absorb and acquire language, including grammar rules.
Skinner Bruner Chomsky Brown 3

Nativist theory of language acquisition.
Skinner Bruner Chomsky Brown 4

Children acquire lan through their active interaction y learning opportunities, or scaffolding ded by adults or others.
Skinner Bruner Chomsky Brown 5

Virtuous errors – grammatical mistakes suggesting a limited knowledge of sentence structure.
Skinner Bruner Chomsky Brown 6

Language development is instinctive and innate in all humans.
Skinner Bruner Chomsky Brown 7

There is a critical period for learning language. If language is not learned by the time a child is 10, they will never be able to acquire fluency.
Skinner Bruner Chomsky w 8

Enactive mo le learning by doing.
S Bruner Chomsky Brown 9

Children are born with a language acquisition support system (LASS) which allows the development of symbolic and abstract thinking
Skinner Bruner Chomsky Brown 10

The brain is hot-wire evice (LAD) to reco
Skinner B

Symbolic mode of l concepts, ideas and as words and numb
Skinner B

Behaviourist theory o
Skinner B

Iconic mode of learn mental image of a that can be applied
Skinner B

Speech develops th correct use of gram known as morpholo
Skinner B

Language acquisition influenced by the en
Skinner B

Social interactionist
Skinner B

Language develop a pattern, and child regarding gramma
Skinner B

Children acquire ne or classical condition
Skinner B

There are five stag
Skinner B

Use of longitudinal o of time, to record the
Skinner B

Activity 34: Emotional Development

Teacher's Notes

Spec area:	E1.1 Emotional development in children			
Suggested use:	Class (small groups or pairs) or homework	**Timing:**	15 mins	**As**
Aim:	To develop students' understandi[illegible] th[illegible]evelopment of emotion[illegible]			
Teacher's instructions:	For use in class or as a ho[illegible]k activity. If in class, divide the class i[illegible] groups or pairs. P[illegible] the student activity sheets, one for each stu[illegible] students t[illegible] number of the correct statement in the heart re[illegible] co[illegible] group. Alternatively, ask students to categorise the attribu[illegible] tho[illegible] into three columns in their workbooks under the headings '0–2 [illegible] years' and '5–8 years'. Or, give the student the activity sheet for hom[illegible] Mark and/or discuss in class.			

Answers

0–2 years

6 unsure of strangers
7 cry when separated from carer
8 check to see that parent or carer is there
16 cry, babble or smile to get contact
17 gaze at carer's face
18 imitate facial expressions
19 find it difficult to share
23 allow themselves to be soothed
24 hold out arms to be picked up or cuddled
31 play give and take with carers
32 enjoy dropping something, expecting it to be picked [illegible]
34 solitary play

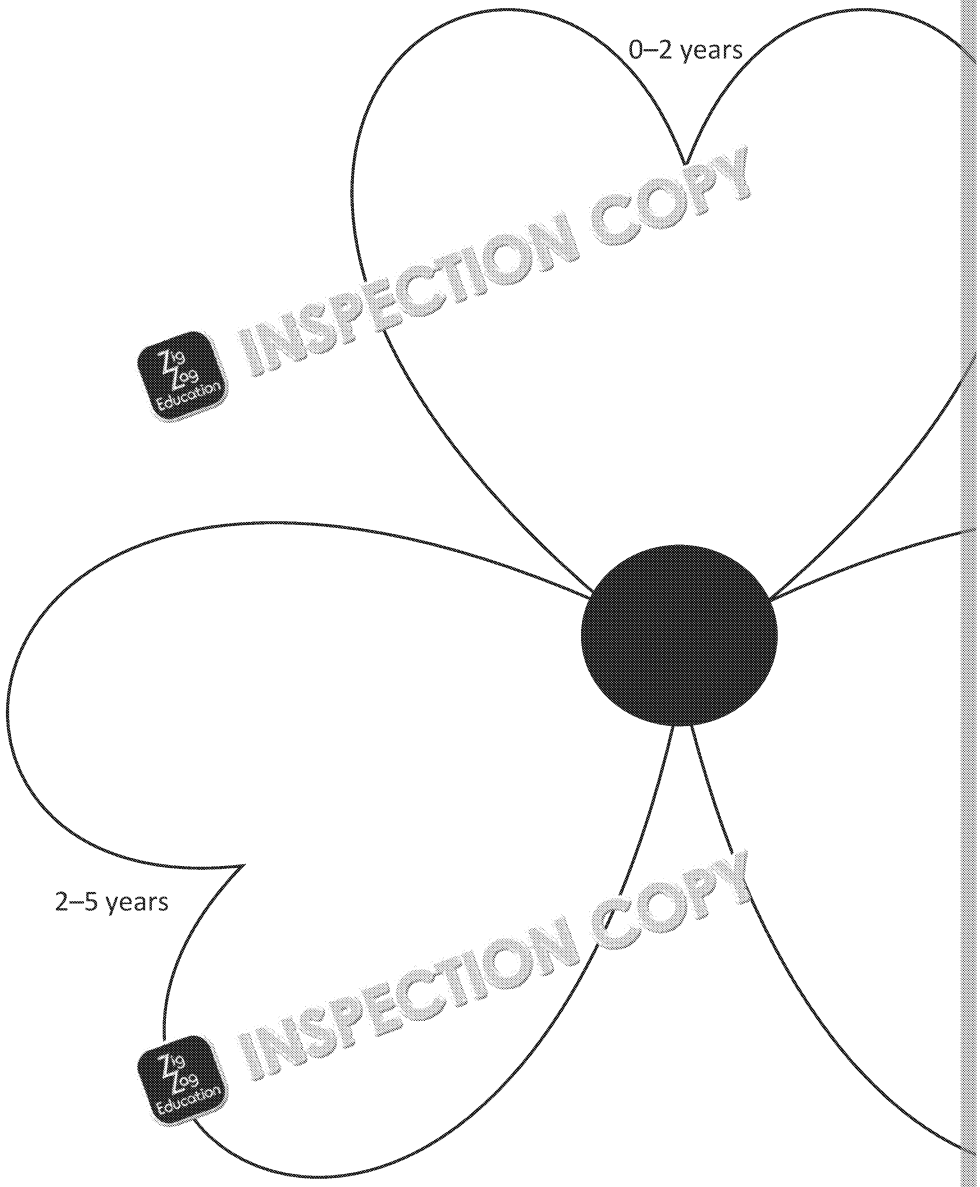
2–5 years

4 know what is 'yours' [illegible]
5 will quickly get [illegible]
9 want t[illegible]lep[illegible]dent
12 toddler [illegible]ms
13 socialising through small groups at nursery or playgroup
14 can be assertive and stubborn
20 play more alongside than with peers
21 like routine
22 unexplained night terrors
25 chooses friends
26 can use the toilet by themselves
27 have a degree of self-control
28 feelings of jealousy towards sibling
29 less likely to cry when separated from carer
30 will comfort someone who is crying
35 develop complex cooperative play
36 more able to share
37 have an understanding of the difference between right and wrong
39 understand how to share toys, etc.

5–8 years

1 protective of younger siblings
2 sympathetic to others
3 may start to have be[illegible]
10 heighten[illegible]
11 fear of [illegible]rs [illegible] the dark
15 unders[illegible]e need for rules
33 wider social circle at school or after-school club
38 developing negotiating skills

Student Activity Sheet: Activity



Using your knowledge of children's social and emotional development, look at th
attribute can be assigned to a particular age group. Write them onto the appropr
you would **first** see these behaviours. Every child is unique, but you would gene
within specific age groups

1. protective of younger siblings
2. sympathetic to others
3. may start to have best friends
4. know what is 'yours' and 'mine'
5. will quickly get frustrated
6. unsure of strangers
7. cry when separated from c
8. check to see that pa er is ther
9. want t pendent
10. heightened imagination
11. fear of monsters or the dark
12. toddler tantrums
13. socialising through small groups at nursery or playgroup
14. can be assertive and stubborn
15. understand the need for rules
16. cry, babble or smile to get contact
17. gaze at carer's fac
18. imitate fac ressions
19. fin it difficult to share
20. ay more alongside than with peers
21. like routine
22. unexplained night terrors
23. allow themselves to be soothed
24. hold out arms to be picked up or cuddled
25. choose friends
26. can use the toilet by themselves
27. have a degree of self-control
28.
29.
30.
31.
32.
33.
34.
35.
36.
37.
38.
39.

Activity 35: Sir John Bowlby and the Theor

Teacher's Notes

Spec area:	E2.1 Sir John Bowlby and the theory of attachment			
Suggested use:	Class	**Timing:**	15 mins	**As**
Aim:	To help students understand attachment t[illegible]y and how it impact			
Teacher's instructions:	Class or homework activity. Stud[illegible] to answer the questions, wr[illegible] the answers in their wor[illegible]s. Allow 15 minutes, plus extra for discussion and fe[illegible]			

Suggested answers

1. Attachment theory explains how the relationship between a child and their prima[illegible] this can influence future social and emotional development.

   Attachment behaviour is very evident in young children, but it is also relevant to [illegible] our lives.

2.

4	clothing	1	being held by a pa[illegible]
2	food	6	stimulation from t[illegible]
5	security blanket or cuddly toy	3	sleep

   Bowlby's theory of attachment proposed that children come into the world biolog[illegible] attachments with others because this will help them to survive. According to att[illegible] be held in order to forge a strong emotional bond with an understanding, sensitiv[illegible] the mother. This bond is critical to the child's emotional development. Being fed[illegible] nor is stimulation from toys or television.

3. 'Monotropy' refers to the bond developed between the child and their primary ca[illegible] crucial to the child's ability to make a 'secure attachment' to another person. Wit[illegible] child's social and emotional development and cognitive development will be adve[illegible]

4.
   - Crying
   - Clinging
   - Distress when primary caregiver leaves
   - Happiness or relief when primary caregiver returns
   - Vocalising
   - Awareness of c[illegible] their movemen[illegible]
   - Vocalising to ge[illegible]

5.
   - Postnatal depression
   - Poverty
   - Lack of safe and secure environment
   - Violence to caregiver or from caregiver
   - Rejection, lack of love
   - Inconsistency in caregiving
   - Illness or disabi[illegible]
   - Addiction
   - Extended hospi[illegible]
   - Hunger
   - Lack of comfor[illegible]
   - Lack of emotion[illegible]

6.
   - He focused solely on mother–child relationships and did not consider other[illegible] provide a monotropic environment.
   - His study subjects were already stressed, e.g. ill and in hospital or otherwis[illegible]
   - He did not consider other, culturally different ways in which children are r[illegible] environments.
   - His work reflected the norms and ideas of the [illegible]wa[illegible]era.
   - His work does not take into account genetic predispositions (child or careg[illegible] child versus an anxious caregiver).

7.
   - Stable and consistent relationships, not necessarily only with the mother
   - Use of key [illegible]or mentor to provide a stable relationship when carer no[illegible]
   - Parents are allowed to stay with their child in hospital
   - Adults must be emotionally and physically responsive to the needs of the ch[illegible]
   - Babies and young children need individual attention
   - Babies and young children require a nurturing, safe and loving environmen[illegible]
   - Settling-in and transition policies in settings

Student Activity Sheet: Activity 3

Answer the following questions on Bowlby's attachment theory and discuss in class.

1. Define attachment theory with regard to children.
2. Using Bowlby's theory of attachment and Harlow's work with rhesus monkeys as a guide, consider the six statements below and arrange them from 1–6, where 1 is most important for facilitating positive development in a newborn child. Then explain why it is the most important.
   - clothing
   - food
   - security blanket or cuddly toy
   - being held by a parent or caregiver
   - stimulation from toys or television
   - sleep
3. What did Bowlby mean by the term 'monotropy', and why is it important?
4. List four attachment-seeking behaviours that babies show to their caregivers.
5. The response of the caregiver is vital in Bowlby's view to the development of negative experiences that will have an impact on this development.
6. Subsequent studies have been critical of Bowlby's theory of attachment. Why?
7. In what way do Bowlby's theories impact our present understanding of institutions (nurseries, au-pairs, children's homes, fostering, hospital stays) for very young

Student Activity Sheet: Activity 3

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   - food
   - security blanket or cuddly toy
   - being held by a parent or caregiver
   - stimulation from toys or television
   - sleep
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6. Subsequent studies have been critical of Bowlby's theory of attachment. Why?
7. In what way do Bowlby's theories impact our present understanding of institutions (nurseries, au-pairs, children's homes, fostering, hospital stays) for very young

Activity 36: Attachment Theory and Ma
'Strange Situation' Experime

Teacher's Notes

Spec area:	E2.1 and E2.2 Attachment theory and Mary A sworth's 'Strange s			
Suggested use:	Class (individuals or pairs) or homework	**Tim ng:**	15–20 mins	**Assessm**
Aim:	To help students t how Mary Ainsworth's research furth theory an t impacts the parent–child relationship.			
Teacher's instructio	Cl homework activity. This activity can be given to individual students for completion and marking in class, or as a homework activity. Students to write answers in their workbooks			

Section 1 Answers

1. Where did Mary Ainsworth conduct her experiments on attachment? How migh
   The experiments were conducted in a room at a university. This might influenc
   - The environment was new to the child and the caregiver.
   - The child was not used to seeing new environments.
   - The caregiver was uncomfortable, or felt stressed knowing that they were b

2. What are the three types of attachment observed by Mary Ainsworth in her exp
   - Type A – insecure/anxious/avoidant
   - Type B – secure
   - Type C – insecure ambivalent/resistant.

3. Complete the three scenarios below with the correct type of attachment.

   The child showed **secure attachment behaviour**, because although he cried an left, he was very happy when she came in again. Also he a ided the stranger w showed more interest in them once his mother ret n.

   The child showed **insecure anxious avoi ant be our** because he did not ex even though his mother was there. He s d little emotion when she returned mother and the stranger, an was n sponsive to his mother when she returne

   The child showed i e ambivalent/resistant behaviour** because he did n much w he was there, yet was intensely distressed when she left. A strang room and avoided them. When the mother returned, the child ch resentf esistant to her attempts at initiating attention.

4. As with Bowlby's theory, Mary Ainsworth's experiment does face certain limitat
   - Cultural – are the three types of attachment observed the same across the w the same expectations, for example, as Brazilian families?
   - How does the impact of trauma and loss (either of close family members, m relationship between mothers and their newborn children? (Main, Mary; H Unresolved Traumatic Experiences Are Related to Infant Disorganized Atta and/or Frightening Parental Behavior the Linking Mechanism?'. In Greenb Cummings, E Mark.)
   - Consistency in such brief situations – can a 20-minute experiment really pr mother/child relationship?
   - There are limitations inherent in any research that uses pre-coded observa
   - There is skewed relationship interaction if the child or mother is feeling un
   - It focuses on the mother–infant bond
   - It assumes 'normal' cognitive and social and emoti l development for bo

5. Place the key phrases in the right boxes for ac attachment behaviour.

   A = insecure/anxious/avoidant
   - Explores freely ev hou h mum is not there
   - Shows no si d ess when mum leaves
   - th hen a stranger comes in
   - little concern when mum returns

   B = secu
   - Keeps looking at mum whilst exploring
   - Is slightly unhappy when mum leaves
   - Wary of the stranger
   - Happy to be comforted by mum upon return

   C = insecure ambiv
   - Stays close t
   - Very upset w
   - Avoids the s
   - Shows ange
   - Is hard to so

Student Activity Sheet: Activity

1. Where did Mary Ainsworth conduct her experiments on attachment? How
2. What are the three types of attachment observed by Mary Ainsworth in her
3. Complete the three scenarios below with the correct type of attachment Ai

> The child showed ___, because although he cried and was subdued when his m
> she came in again. Also he avoided the stranger when the mother was not there
> them once his mother returned.

> The child showed ___, because he did not explore his environment very much
> and showed little emotion when she returned. He seemed to avoid both the m
> unresponsive to his mother when she returned.

> The child showed ___, because he did not explore the environment very much
> mother was there, yet was intensely distressed when she left. Also he was very
> stranger in the room and avoided them. When the mother returned, the child
> close to her, but was resentful and resistant to her attempts at initiating attenti

4. As with Bowlby's theory, Mary Ainsworth's experiment does face certain lim
what are they?
5. For each behaviour below, decide which type of attachment behaviour is show
A = insecure/anxious avoidant, B = secure, or C = insecure ambivalent/resist

a)	Happy to be comforted by mum upon return	h)	Happy to be c
b)	Avoids the stranger	i)	Wary of the st
c)	Keeps looking at mum whilst exploring	j)	Stays close to
d)	Very upset when mum leaves	k)	Shows no sign
e)	Is slightly unhappy when mum leaves	l)	Unbothered w
f)	Is hard to soothe when mum returns	m)	Explores freely
g)	Shows little concern when mum returns	n)	Shows anger a

Student Activity Sheet: Activity

1. Where did Mary Ainsworth conduct her experiments on attachment? How
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d)	Very upset when mum leaves	k)	Shows no sign
e)	Is slightly unhappy when mum leaves	l)	Unbothered w
f)	Is hard to soothe when mum returns	m)	Explores freely
g)	Shows little concern when mum returns	n)	Shows anger a

Activity 37: Emerson and Schaffer and th of Multiple Attachments

Teacher's Notes

Spec area:	E2.1.3 Emmerson and Schaffer and the four stages of developmen		
Suggested use:	Class or homework	**Timing:** 15-20 mins	**Ass**
Aim:	To provide students with a understanding of Emerson and Schaff		
Teacher's instructions:	Provide students with a copy of the activity sheet and ask them to answer the questions in their workbooks. This activity can be done individually or in pairs in class after discussing Emerson and Schaffer's research or as a homework assignment.		

Suggested Answers

1. In Glasgow in 1964.

2. This was a longitudinal study of 60 babies on separation protest and anxiety. Re babies in their own homes once a month for approximately one year. Informatio and diaries kept by the mothers. The diaries detailed their child's reactions to se someone else or being left completely alone in a room, by describing on a four-p protest was, and by saying at whom the protest was directed.

3. • Asocial: 0–8 weeks • Indiscriminate: 2–7 months • Specific: 7–12 months

4.

Name	Age	Attachment stage
Arlo	0–8 weeks	Asocial
Megan	2–7 months	Indiscrimin
Douglas	7–12 months	Spec
Jenny	1 year onwards	ult

5.

Age	Attachment stage	What will y
0–8 w	Asocial	M. Recognises faces of their carers B. Prefers certain people C. Is interested in human faces and ey E. Responds similarly to objects and p R. Will smile at anyone
2–7 months	Indiscriminate	S. Prefers people they know and recog H. Prefers people to inanimate objects A. Likes to be around people rather th L. Will smile more at people they kno I. Can be comforted by anyone
7–12 months	Specific attachments	J. Primary attachment / preference fo D. Displays stranger anxiety and sepa K. Focuses on particular people for sa O. Will not be soothed by unfamiliar p Q. Uses familiar adults as a secure bas
1 year onwards	Multiple attachments	F. Will make secondary attachments w P. Shows greater interest in inanimate N. Plays alone outside less familiar others S. Still shows a preference for familia

6. • Cohort studied was [illegible]
• Cohort was culturally diverse
• Study was informed by the expectations of the time: mother stays at home to care for child/children and father goes out to work
• Trustworthines
• Mother's ideas on the four-po
• Focus on moth
• Interaction obs researchers' o

Student Activity Sheet: Activity

1. Where and when was Emerson and Schaffer's research undertaken?

2. Who and what were they studying?

3. What are the four stages of attachment defined by Emerson and Schaffer? stage assigned?

4. Consider the descrip[illegible] each child below and decide:
   i) wh[illegible] each statement falls into
   ii) w[illegible] of attachment each statement falls into

   a) **Arlo** is very vocal when he is hungry, but once fed is quick to settle. He s manage four hours before waking for a feed and/or a nappy change.
   b) **Megan** has a lovely smile and will copy you if you poke your tongue out different toys and will reach out from her sitting position to try to get th herself or with others for short stretches of time.
   c) **Douglas** has, almost overnight, suddenly become very clingy. He will sta are in the room and cries if another person picks him up. He can be distr night it means that mum has to do any night settlings as Douglas will no
   d) **Jenny** is clingy in the mornings when being dropped off at nursery and s carer has gone, she is happy to be with her key person and play alongsid

5. Copy and complete the table for each age group:

Age	Attachment stage	[illegible] will you see? (Sele
0–8 weeks		
2–7 months		
7–12 months		
1 year onward		

A. Lik[illegible]e around people rather than on their own
B. Prefers certain people
C. Displays stranger anxiety and separation anxiety
D. Is interested in human faces and eyes
E. Responds similarly to objects and people
F. Will make secondary attachments with familiar adults
G. Still shows a preference for familiar adults when tired or upset
H. Prefers people to inanimate objects
I. Can be comforted by anyone
J. Primary attachment / preference for one carer
K. Focuses on partic and security
L. Will smile more a don't know
M. Recognises faces
N. Plays alongside le
O. Will not be sooth
P. Shows greater int at earlier stages
Q. Uses familiar adu
R. Will smile at anyo
S. Prefers people th

6. List at least four criticisms that have [illegible]een directed at the study.

Activity 38: What Do We Mean by the Ter
'Self-image', 'Self-concept' and 'Self-
and What Is the Role of Adults and the
in Fostering Positive Outcom

Teacher's Notes

Spec area:	E3.2 Self-este… /self-image, self-concept and self-confidence, and … environ… … fostering positive outcomes.			
Suggested	Cl… …omework (pairs)	**Timing:**	20 mins	**Asse**
Aim:	To provide students with an understanding of the terms 'self-este… and 'self-confidence', and of the role of the adult and the environm… development in this area.			
Teacher's instructions:	Either provide students with the questions for homework, with discussion in class later, or provide questions for use as a paired a… for discussion and feedback in class once the questions have been completed. Students should write answers in their workbooks.			

Teacher's answers

1.
- They recognise themselves in a mirror.
- They recognise themselves in photographs.
- They start to use words such as 'I', 'me' or 'you' correctly.

2. Self-esteem refers to the confidence we have in ourselves and our abilities. Our … how close our self-image is to how we would like ourselves to be, or our ideal se…

3. Self-image is rooted in our gender, culture and social standi…g. It is how we see … the world, either physically (as in a mirrored reflec… …r …icariously through t…

4. Self-concept is the ability to understand h… …o… …people see us.

5. Self-confidence refers to how … …believe we are when faced with differe…

6.
- React positive… …e…
- Pr… …nd … …d of their achievements
- Su… …ommunication, verbalising experiences and behaviours
- Rei… …rce positive experiences
- Provide a close and stable relationship built on trust, empathy and understa…
- Have realistic expectations
- Accept their feelings
- Allow them to make decisions and choices
- Allow them to take pride in things they have done

7.
- Allows children to self-select and make choices
- Provides for all levels of ability
- Provides opportunities for children to explore feelings and emotions safely
- Provides rules and boundaries that foster emotional well-being and empath…

8.
- Gross motor activities such as riding bikes, climbing, running, etc.
- Fine motor activities such as puzzles, drawing, etc.
- Self-care activities, such as doing up buttons an… …, …rushing teeth, dress…
- Turn-taking games
- Problem-solving games, e.g. di… …ake, what to do if …, how to build a …

9.
- Reactions of parents … …ren…
- Stress aroun… … …nd …urture
- D… …nc… …others that limits a child's ability to make their own choices
- Th… …onment does not support the use of physical aids, e.g. a wheelcha…
- Lo… …stays in hospital
- Developmental or other delay in sensory processing
- Loss of sight or hearing
- Inability to take part in play activities with peers
- Lack of understanding around the disability

Student Activity Sheet: Activity

Answer the following questions about the development of self-esteem, self-imag
concept and self-confidence.

1. List three ways in which you would recognise that a child aged 0–2 is beginni
develop a sense of self.
2. What do we understand by the term 'self-esteem'?
3. What do we mean when we talk about our 'se
4. What does the term 'self-concept' mea
5. How would you define 'self-co
6. List five things that pa and carers can do to foster positive self-esteem a
confidence in ch ged 0–8 years.
7. How do fe and secure environment around the child provide a foundati
building esteem, self-image, self-concept and self-confidence?
8. Provide four examples of the types of activity that should be made available
to foster self-confidence and self-esteem.
9. List four ways in which having a genetic disorder might affect the developme
self-confidence.

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self-confidence.

Activity 39: What Do We Mean by Self- How Do We Learn to Understand and Be the Feelings of Others?

Teacher's Notes

Spec area:	E3.2 What we mean by s[illegible] and how we learn to understa[illegible] feelings of others			
Suggested use:	Class or h[illegible] (pairs)	**Timing:**	20–30 mins	**Asses**
Aim:	To [illegible] students how language, preconceptions and personal inte[illegible] person's self-image, self-esteem and self-confidence.			
Teacher's instructions:	Either play the self-esteem game or read the book *Will You Fill My Bucket? Daily Acts of Love Around the World* by Carol McCloud and Karen Wells. For the game, you will need safety pins (one for each student), approximately A5-sized pieces of paper (one for each student), an[illegible] or pencils. Provide each student with a pin and piece of paper and them to pin it to another student's back so each student has a piece paper pinned to their back. Students should go around writing at l[illegible] one positive compliment, statement or comment on fellow studen[illegible] backs (everyone should have three or four comments on their pap[illegible] Ask students to unpin the paper and give it to the student on whos[illegible] it was pinned. Discuss and feed back in class, using the questions b[illegible] as prompts if necessary. Alternatively, read the book *Will You Fill My Bucket? Daily Acts of L[illegible] Around the World* by Carol McCloud a[illegible]re. Wells and discuss i[illegible] Time for activity: 10 minutes, plu[illegible]or feedback.			

Please note:
This type of activity with [illegible]m comments, even though they are positive, may cau[illegible] uncomfortab[illegible] to [illegible] with self-esteem. Teachers should consider whether the[illegible] undertaking [illegible]tivity and may wish to discuss it first with the class.

If the first activity is considered to be too uncomfortable, then use the children's book[illegible] which adults and carers can provide children with positive and meaningful ways of re[illegible] and others. Many schools, particularly in the USA, use this concept to teach kindness [illegible] (🖱 **zzed.uk/12842-Activity39-Bucket**).

Carol McCloud (author), Karen Wells (author), Penny Weber (illustrator), *Will You Fil[illegible] Around the World* (Wixom, MI: Cardinal Rule Press, 2012)

Questions to discuss

- How did this activity make you feel? (happy, afraid, insecure, positive, negative)
- Do you think people got your best attributes or not?
- Do you think they missed out on other good attributes that you have?
- Why do you think that might be? (perceptions; do not k[illegible] you so well; person[illegible] clumsiness and awkwardness; communication; [illegible]ion)
- How can you change this? (openness, [illegible]n[illegible]rust, challenging perceptions)
- How can others change it? (ob[illegible]n[illegible]communication, praise, understanding, [illegible]

Activity 40: What Does Transition
How Does it Affect Children and What Ca
Prepare for an Effective Transi

Teacher's Notes

Spec area:	E3.3 and E3.4 Transition – what affects children, and what adults c transition			
Suggested use:	Class (small group)	**Timing:**	25–30 mins	**Asses**
Aim:	To introduce the concept of 'transition' and discuss ways in which managed positively for children and their families.			
Teacher's instructions:	Place students in pairs or small groups and provide each group or student with a copy of the activity sheet. Alternatively, provide students with the following questions either for class discussion or to write down the answers in their workboo • Define the word 'transition': • Give 10 examples of transitions children may experience. • What can be done to help children during transition? • How might children feel during transition? Allow time for students to brainstorm and complete the workshee Feed back in class.			

Suggested Answers

Definition of transition: A process of change from one place to another. This can refer moving house (neighbourhood, town), changing setting, chang[illegible]oom in a setting, mo relationships (new parent, new teacher, new friends), chang[illegible] demands on you (new adaptable you are), change in activity in class or [illegible]change from indoor to outdoo

There will be many different emotions that a child will be feeling, some positive and s few suggestions:

- excited
- proud
- nervous
- shy
- tearful
- frightened
- unsure
- angry
- forced
- coerced
- stubborn
- manipulated
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Ways in which adults can help a child deal with the emotions surrounding transitions

- be positive
- be enthusiastic
- be informative
- talk about the changes that will be happening
- use photos, etc. as prompts for new setting
- use books, stories, art activities, music to talk about change
- visit new setting or room
- invite new teachers to your setting
- have a graduation ceremony
- settling-in over a period o
- key person
- be welcoming and availab
- acknowledge child's fears
- tell a personal story abou
- maintain routines
- keep a consistent approa
- [illegible] time to prepare for [illegible]nch, 5 minute 'warning' clothes on, etc.)

When do children experience transitions?

- Moving house
- Starting [illegible]hild care setting
- Getting [illegible]sibling
- Going to a new school
- Moving from one area in a classroom to another
- Moving 'up' to a new age group in a setting
- Stopping play for circle time or lunch
- Going shopping
- Going to the park
- Getting key pe
- Going t
- Attend gym cl
- Going t
- Having

Student Activity Sheet: Activity 4

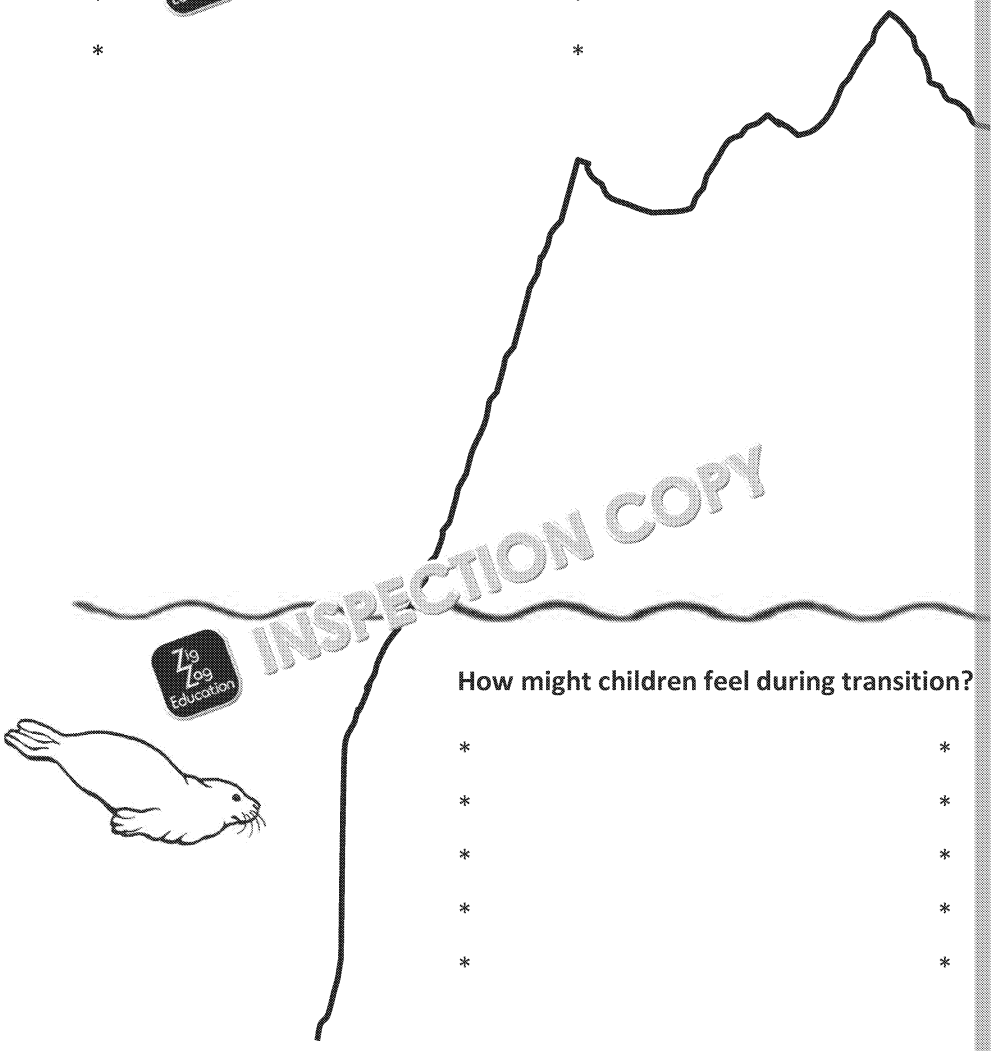
Can you remember how you felt at your first day of either primary or secondary s
people will only see the feelings on the surface, not what is underneath! Write d
be feeling and then think of ways in which adults can help a child through this dif

At the bottom of the iceberg, write in your own wo[illegible] definition for the word 't

What can be done to help chi[illegible]ring transition?

*
*
*

*
*
*



How might children feel during transition?

*
*
*
*
*

*
*
*
*
*

Define the word 'transition': .....

Give 10 examples of transitions [illegible]day experience.

*
*
*
*
*

*
*
*
*
*

Activity 41: Supporting Children in Expressi and Learning to Control Their Fe

Teacher's Notes

Spec area:	E3.4 Supporting children in expressing, understanding and learni			
Suggested use:	Homework	**Timing:**	10 minutes	**Assessme**
Aim:	To consolidate learning around how adults can support children in e controlling their feelings			
Teacher's instructions:	Homework activity with feedback in class. Provide each student w of the activity sheet and ask them to answer the questions on routi consistent approach and the role of the adult. They should write th in their workbooks. Students to research and list three educational adults can use to support children for each age group: 0–2, 2–5 and Time allowed: homework activity, plus 10–15 minutes' feedback in			

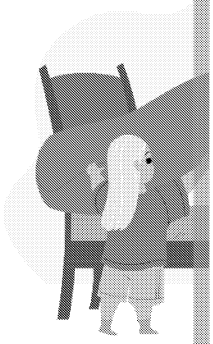
Suggested Answers

1. Routines are predictable patterns that provide children with a sense of stability
2.
   - Waking up in the morning
   - Journey to setting or school
   - Entering setting or school (hanging up coat and bag, entering classroom, etc
   - Daily timetable in school
   - Tidy-up times
   - Going home
   - Attending out-of-school activities (swimming, dance, football)
   - Mealtimes
   - Bedtimes
3. The term 'consistent approach' refers to the predictability of what will be happen happen. Adults should have clear expectations and use consistent boundaries wit
4.
   - Rise in cortisol levels / stress
   - Bad behaviour
   - Anxiety
   - D on
   - In o regulate emotions or emotional difficulties
   - Attempt to control a situation by refusing to do something, e.g. eat, get dress
5.
   - Validate and label their feelings, e.g. when they are feeling angry, happy or s
   - Have clear rules and boundaries / be consistent
   - Use pretend play to talk about feelings, e.g. How does teddy feel if he doesn'
   - Use pretend play to model feelings, e.g. The doll feels sad as she can't play w
   - Regularly talk about feelings during the day
   - Talk about experiences they have had and how they make them feel
   - Be present and aware of triggers that may cause overwhelming reactions a
   - Share their feelings.
   - Simplify language or use pictures (useful for very young children or childre when talking about feelings
   - Use open-ended questions to encourage vocabulary development around fe
   - Give praise and positive reinforcement when children recognise their feeli
   - Ensure children feel heard and understood (active listening)
6. Note to teacher – there are literally thousands of resources available!
   - 0–2: Role play. Modelling feelings. Naming feelings. Simple emotion pictu painting. Books: *Hug* by Jez Alborough. *Making Faces: A First Book of Emoti*
   - 2–5: Feelings labels. Feelings puzzles. Role play. Dressing up. Turn Si and s. Drawing, painting and mark-making. Books: *We're Goin Be* by Cori Doerrfeld. *I Am Angry* by Michael Rosen
   - 5–8 Feelings bingo games and other card and board games. Vocabulary en crosswords or word searches using vocabulary related to feelings. Emotion wheel and talk about what might make you feel this way, how you feel it an songs. Dance and music. Writing, drawing and painting. Books: *Teach You About Emotions and Feelings* by Steve Herman. *What Makes You Do That?* b

Student Activity Sheet: Activity

Complete the questions below regarding how adults can support children to exp

1. Why do children need routines?
2. Give three examples of routines that would be important for children.
3. What do we mean by the phrase 'consistent a[illegible]'?
4. List three ways in which an **in**consisten[illegible] affects children.
5. List six ways in which [illegible] support children in expressi[illegible] with confidence.
6. Resea[illegible] each age group, write down three games, tasks o[illegible] that adults could use to help children understand and learn about feelings.
   - 0–2
   - 2–5
   - 5–8



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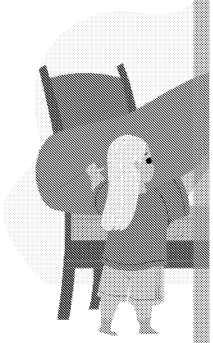
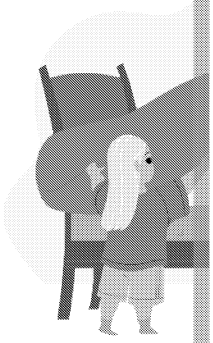


Student Activity Sheet: Activity

Complete the questions below regarding how adults can support children to exp

1. Why do children need routines?
2. Give three examples of routines that would be important for children.
3. What do we mean by the phrase 'consistent approach'?
4. List three ways in which an inconsistent approach affects children.
5. List six ways in which adults can support children in expressing their feelings with confidence.
6. Research: for each age group, write down three games, tasks or books that adults could use to help children understand and learn about feelings.
   - 0–2
   - 2–5
   - 5–8



Activity 42: Normative Milestones of Soci

Teacher's Notes

Spec area:	F1.1 Normative milestones of social development			
Suggested use:	Class or homework	**Timing:**	15–20 mins	**As**
Aim:	To encourage students to develop an unde[illegible]ling of the normative at certain ages and stages of social [illegible]ent.			
Teacher's instructions:	Distribute the worksh[illegible]e students. Students to tick which a group (0–2, 2–5 [illegible]ch social development milestone belon Alternati[illegible]as students to write their answers in their workboo ei[illegible]writing down each milestone under the correct of the th[illegible] ra[illegible]e headings, or by only writing the number for the milestone u[illegible] these headings. Feed back in class.			

Teacher's Answers

* Every child is unique; therefore, not all children will develop at the same pace. How[illegible] achieved the following milestones during the ages given.

	Normative Milestone of Social Development
1.	Engages in pretend play and role play
2.	Soothed by rocking
3.	Understands how to use pronouns
4.	Interprets emotional expressions of familiar adults
5.	Mimics and responds to simple actions (e.g. waving)
6.	Shows greater independence
7.	Uses parent/carer as a secure base from which to explore
8.	Joins in with social laughter
9.	Shows affection, like and dislike
10.	Has no sense of privacy
11.	Actively tries to get and mai[illegible]ntions
12.	Looks at person hol[illegible]
13.	Plays [illegible]id[illegible] with some imitative and symbolic interactions
14.	May b[illegible]ionally attached to one significant object (e.g. soft toy)
15.	Will ta[illegible]art in group activities, e.g. singing
16.	Displays separation anxiety
17.	Accepts mistakes and starts to learn from them
18.	Can tell a joke / developing sense of humour
19.	Recognises their own image in a mirror or photo
20.	Starts to develop an idea of right and wrong
21.	Will share and take turns with assistance
22.	Plays with others cooperatively
23.	Can accept transitions
24.	Will lead or follow
25.	Throws a tantrum when frustrated or misunderstood
26.	Behaviour and self-esteem are linked to the behaviour of those around them
27.	Increased emotional understanding, leading to sympathet[illegible] social interactions
28.	Is developing a sense of self-concept
29.	Finds it hard to absorb adult disapprova[illegible]
30.	Chooses own friends and may ch[illegible]e f[illegible]ships quickly
31.	Can temper feelings of an[illegible] and f[illegible]stration
32.	Plays with others [illegible]cl[illegible]es others in their games
33.	Is pro[illegible]ch[illegible]ements and wants to be the best at everything
34.	Starts [illegible]y more concern for others
35.	May show anger with aggressive behaviour (hitting, biting)
36.	Can care for themselves, e.g. (get dressed, use the toilet, unpack lunchbox)

Student Activity Sheet: Activity

Complete the table below by ticking the age range* you believe each statement a

* Every child is unique; therefore, not all children will develop at the same pace. have achieved the following milestones during the ages given.

	Normative Milestone of Social Development	Age Range 0–2
1.	Engages in pretend play and role play	
2.	Soothed by rocking	
3.	Understands how t[illegible]	
4.	Interp[illegible] expressions of familiar adults	
5.	Mimics [illegible]esponds to simple actions (e.g. waving)	
6.	Shows greater independence	
7.	Uses parent/carer as a secure base from which to explore	
8.	Joins in with social laughter	
9.	Shows affection, like and dislike	
10.	Has no sense of privacy	
11.	Actively tries to get and maintain interactions	
12.	Looks at person holding them	
13.	Plays alongside others with some imitative and symbolic interactions	
14.	May be emotionally attached to one significant object (e.g. soft toy)	
15.	Will take part in group activities, e.g. singing	
16.	Displays separation anxiety	
17.	Accepts mistakes and starts t[illegible]lea[illegible]rom them	
18.	Can tell a joke / de[illegible]ng sense of humour	
19.	Recog[illegible]heir own image in a mirror or photo	
20.	Starts t[illegible]velop an idea of right and wrong	
21.	Will share and take turns with assistance	
22.	Plays with others cooperatively	
23.	Can accept transitions	
24.	Will lead or follow	
25.	Throws a tantrum when frustrated or misunderstood	
26.	Behaviour and self-esteem are linked to the behaviour of those around them	
27.	Increased emotional understanding, leading to sympathetic social interactions	
28.	Is developing a sense of self-concept	
29.	Finds it hard to absorb adult disapproval	
30.	Chooses own friends and may cha[illegible]fri[illegible]ips quickly	
31.	Can temper feelings of [illegible]n frustration	
32.	Plays wit[illegible]the[illegible]cludes others in their games	
33.	Is prou[illegible]ievements and wants to be the best at everything	
34.	Starts to show more concern for others	
35.	May show anger with aggressive behaviour (hitting, biting)	
36.	Can care for themselves, e.g. (get dressed, use the toilet, unpack lunchbox)	

Activity 43: Creating and Maintaining R

Teacher's Notes

Spec area:	F2.1.2, F2.1.3 and F2.1.4 Creating and maintaining relationships			
Suggested use:	Class (small groups)	**Timing:**	20–30 mins	**As**
Aim:	To help students understand how children gradually acquire the s friendships, and the role of the adult in ... g them.			
Teacher's instructions:	Watch the video in class showing ... aged 3–6 giving their ideas a good friend is or does ... this to prompt a short discussion of w children think m... friend: **zzed.uk/12842-Activity43-V1**. If neces... ce students to the concept of theory of mind: theo m... to the ability we develop to work out what another perso ... nking in a particular situation, allowing us to understand, anticip ...redict how social interactions will unfold. Go to zzed.uk Divide the class into small groups and give each group a copy of the activity questions, instructing them to write th responses into their workbooks. Feed back in class.			

Suggested answers

1.
- Meet up often
- Plays with you
- Hugs me
- Picks you up when you fall
- Makes you laugh
- Does lots of things for you
- Plays with you when you are feeling sad
- Give them my to
- Is kind
- Doesn't argue
- Listens to you n

2. Between the ages of 5 and 8

3.
- Gender
- Number and age of siblings
- Attachment
- Socially acceptable pretend play
- Stories and songs
- Visits to other homes
- Visits to culturally differen... s
- Communication skills
- Praise and encouragem
- Safe and secure environm
- ...istent reactions and
- ...ving meaning (words)
- Non-violent setting of rul
- Disability

4.
- Attachment refe... que connection between a child and another pe of att...hm... ...ow a carer responds to the demands of a young child o cl...ns ...her relationships as they get older.
- Si... owlby and Mary Ainsworth looked at separation anxiety, and the children make with significant others. These were: insecure/anxious/avoid anxious/resistant. Secure attachment ensures a child is better able to mak

5.
- Play skills, particularly cooperative play
- Understanding the concepts of sharing and turn-taking
- Understanding of another person's point of view (theory of mind)
- Empathy / social awar
- Trust
- Language skills
- Negotiation skills
- Ability to understand b and behaviour expecta

6. Role-modelling:
- Speak respectfully
- Follow the rules
- Show caring behaviour for others
- Lead by doing
- Show resilience when confronted by challen... ...dations
- Be calm

Promoting cooperation
- Showing how to tak... s
- Showing child... how to share
- Sh... t ... OK to lose sometimes
- Ex... e rules
- Encourage older children to tell you or repeat what the rules are
- Encourage participation
- Give children responsibilities
- Provide age-appropriate activities

Having a cons
- Have ru
- Within a ... are easy
- Understa ... achieva
- Review ... time as
- Observe ... rather th
- Provide ... that cat
- Praise p

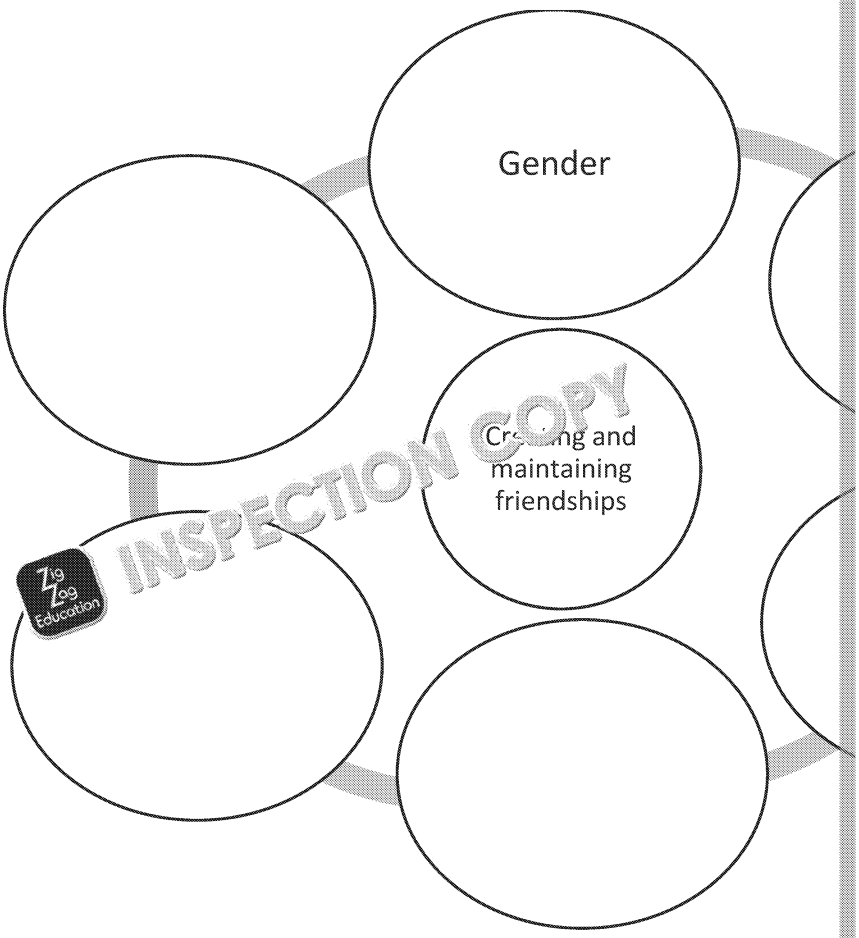
Student Activity Sheet: Activity

How we create and maintain relationships is linked to the development of theory
have to work out what another person might be thinking in a particular situation,
anticipate or predict how social interactions will unfold. With this understanding,
about how children create and maintain relationships and friendships.

1. What did the children in the video say makes a good friend?

2. At approximately what age do children start to choose their own friends and

3. Copy and complete the diagram below: using your knowledge of what influe
one fac[illegible] each circle that would influence the way in which children creat
and the development of their theory of mind. The first circle is completed.



4. How does the work of Sir John Bowlby and Mary Ainsworth on attachment t
of the way in which children create and maintain relationships?

5. List six skills that children need in order to develop an understanding of socia
create and maintain friendships and develop a theory of mind.

6. The role of the adult in supporting children to develop and maintain relation
point l[illegible] give three examples of how adults can support children in this w
   - Role modelling
   - Promoting cooperation
   - Having a consistent approach

Activity 44: Social Norms and Be

Teacher's Notes

Spec area:	F2.3 and F2.4 Social norms and behaviour			
Suggested use:	Class (small groups)	**Timing:**	20–30 mins	**Asse**
Aim:	To help students understand what we mean by social norms and h of behaviour.			
Teacher's instructions:	Divide the class into five groups. Provide each group with an activ sheet. Each group to co[illegible] the first four questions, and then a the last question [illegible] scenario as designated by the teacher. Res should ha[illegible] their workbooks. Discussion and feedback in			

Suggested a[illegible]er.

1. The ter[illegible] norms' refers to the common practices and behaviour that we ex group. T[illegible] help us to predict and understand how people react and behave, and group or setting, or our role within that group or setting.
2. Any from:
   - Family
   - Extended family
   - Nursery
   - School
   - Playgroup
   - Playground
   - Restaurant
   - Sports
   - Religious setting
   - Theatre
   - Library
   - High-street shop
   - Supermarket
   - Friend's house
3. Any four from:
   - Children see what other people are doing
   - Children listen to adults talking about what is going on
   - Children imitate the actions and reactions of others
   - Children absorb the positive and negative reactions of others to situations,
   - Children learn from personal experience
   - Children face sanctions for negative behaviour, e.g. time out
   - Children receive praise for 'good' behaviour and interactions
   - Children can access appropriate toys, experien[illegible]d activities safely
4. Any five from:
   - Co-sleeping / sleeping in own r[illegible]m
   - Weaning and dining pra[illegible]ce
   - Gendered behav[illegible]e e[illegible]ations
   - Col[illegible]e p[illegible]ng
   - N[illegible]of carers around the child
   - Ca[illegible] the baby in a back sling (Japanese) or on a cradle board (Native A
   - Who cares for the child (e.g. dad not expected to take on any care responsi
   - Teaching of respect for certain people (imam, doctor, priest)
   - Ways of chastising or use of punishments
   - Sleeping and napping outside whatever the temperature (Scandinavian)
   - Baby massage
5. Scenario 1:
   - Understand what triggers the behaviour (observe)
   - Adapt the environment to minimise other children being bitten
   - Model playing alongside, leaning in, etc.
   - Praise when Pranav allows proximity
   - Share your observations and how you are dealing with the behaviour with
   - Consequence – calmly remove Pranav from the toys and other children for calmer. Observe and repeat consequence as necessa
   - Talk about what you are doing and why
   - Use signs, e.g. thumbs up, as well as [illegible]ns[illegible]ea[illegible]language (multiple ways o

   Scenario 2:
   - Remind Jared of indo[illegible]/outd[illegible] rules
   - Ensure Jared i[illegible]ng[illegible]t you when you are communicating with him
   - St[illegible] sig[illegible] other picture cues when he starts to run
   - Ti[illegible]
   - Ob[illegible]e for possible SEN
   - Use of persona doll at mat time
   - Read relevant children's books, e.g. *The Runaway Pea* by Kjartan Poskitt
   - Share observations and what you are doing to help him with parents
   - Ask parents how he is at home

Scenario 3:

- Use appropriate books about friendships at mat time, e.g. *All About Friends*
- Discuss with adults on playground duty and set up some simple turn-taking
- Observe interactions and place her in pairs or groups that gel well for her
- Discuss with carers and ask if there is a possibility Alyssa can invite friends
- Persona doll story at mat time about feeling shy and left out
- Positive comments and praise
- Give Alyssa small tasks to do in the classroom with a b[illegible] (e.g. if music is used

Scenario 4:

- Praise Bella for getting herself a[illegible]ady (the boots)
- Acknowledge her feeli[illegible]
- Point out the o[illegible] who have got coats on and the fun they are hav
- Tak[illegible]la [illegible]or and let her feel how cold it is
- Sa[illegible]r that when it is cold outside, we all wear our coats
- Pr[illegible]r nice, warm coat that mum and dad have got for her
- Sit quietly with Bella and wait for her to calm down
- Let Bella go outside but have the coat ready for when she gets cold
- Ignore the boot situation – some battles can wait

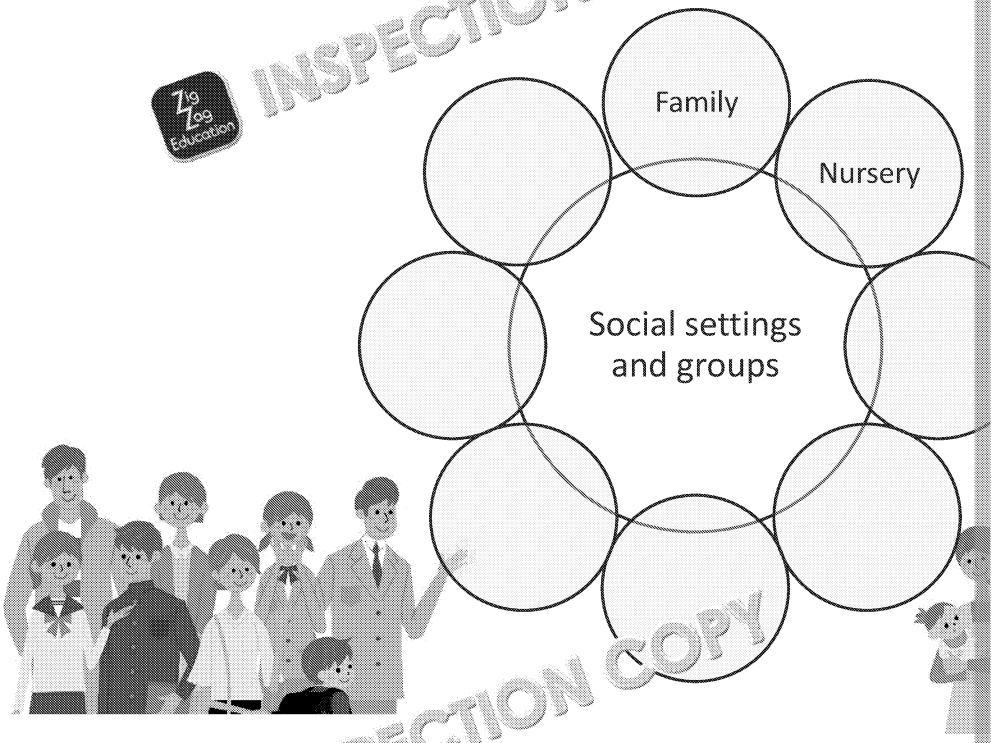
Scenario 5:

- Speak to the other children and ask them what they want to do. Help them
- Once Myra is calm, discuss what happened
- State what social expectations there are about turn-taking, winning and los
- Acknowledge her feelings
- Acknowledge the other children's feelings
- Ask her to apologise
- Praise if she does; sanction if she doesn't
- Observe interactions in similar situations going forward
- Use circle time activities to discuss what happened

Student Activity Sheet: Activity

Complete the activity sheet on social norms by answering the first four questions for the scenario you have been assigned.

1. What do we mean by the term 'social norms', and why do we need them?
2. There are many different social groups and social group settings that children a mind map or a diagram similar to the one below, including as many settings as have been filled in for you in the example below.)



3. List four ways in which children learn about social norms.
4. List five practices of raising children that would differ not only between between different families within the same culture.
5. Look at the scenarios below and write down what you think adults should do social expectations.

Scenario 1: Pranav, aged 18 months, has started to bite other children when th toys he is playing with.

Scenario 2: Jared, aged 3 years 2 months, runs around in the pre-school room into other children.

Scenario 3: Alyssa, aged 7 years and 4 months, is very shy and seems to find At break time, she is often on her own.

Scenario 4: Bella, aged 2 years 2 months, is refusing to put on her coat to go o damp, and her boots are the wrong feet. She is working herself up into a ta she will catch a chill if she doesn't put on her coat and would prefer that she h can wait quietly.

Scenario 5: Mike, Tom, Myra and Brooke (ages 5–6 years) are playing a board the dice and again has to miss a go. She picks up the dice to roll it again, but go. She shouts at the others, flips the board over so the others cannot finish t book corner.

Activity 45: What Do You Know about t
B F Skinner and Albert Bandu

Teacher's Notes

Spec area:	F3.1.1 and F3.1.3 Bandura and Skinner		
Suggested use:	Class (small groups) or home[illegible]	15 mins	**Ass**
Aim:	To help students un[illegible] similarities and differences betw		
Teacher's instructions:	Print out [illegible] student activity sheet per student, or one bet[illegible] and ask students to write answers in their workbook[illegible] St[illegible] to complete the multiple-choice questions and fill in the [illegible]earts with either a word or phrase that reflects attributes these theorists believe we should foster to achieve good outcomes for children. May be completed in class or as a homework assignmen		

Answers

1	2	3	4	5	6	
b	a	c	a	c	b	

10	11	12	14	15	15
b	c	a	b	c	b

Attributes that parents and carers should be aware of and try to develop either in the[illegible] themselves (the list below is just a suggestion):

- patience
- repetition
- consistency
- openness
- nurturing
- caring
- unders[illegible]
- helpful
- memory
- praise
- reward
- positive attitude
- confidence
- teamwork (everyone has the same standards)
- respect
- attention
- minimise distractions
- motivation
- interest

Student Activity Sheet: Activity

Complete the multiple-choice questions and then, in the light of what you have lea
theories, think of attributes that parents and carers need to foster in themselves t

1. The naturally occurring response in learning theory is called the:
   a) operant response
   b) conditioned response
   c) conditioned stimulus

2. Who is described as bei radi behaviourist?
   a) Skinner
   b) B
   c) Pi

3. What discourages the repetition of a particular behaviour?
   a) operant conditioning
   b) positive reinforcement
   c) negative reinforcement

4. According to Bandura's learning theory, how do children learn?
   a) through observing others
   b) through rewards and punishments
   c) by themselves

5. Bandura realised that in order to help children benefit from watching you th
   a) be creative and open to new ideas
   b) refuse to let others help them
   c) be focused and paying attention

6. In B F Skinner's theory of ran conditioning, what is an operant?
   a) a person wh s choice
   b) i na ctions that have an effect on the surrounding environmen
   c) u tional actions that have an effect on the surrounding environm

7. In B F Skinner's theory of operant conditioning, what is a reinforcer?
   a) a reward of some kind that makes it more probable certain behaviours
   b) a punishment
   c) an unintentional reaction

8. According to Bandura, his social learning theory will only be successful if:
   a) there is a lot of positive reinforcement involved
   b) the person modelling the new behaviour is respected
   c) the modelling takes place quickly as a one-off moment

9. According to Skinner's theory, what type of reinforcem t works best?
   a) continual
   b) punishment
   c) unpredictable

10. What do m e term 'modelling' in social learning theory?
    a) c cr t objects
    b) be g as we wish others to
    c) removing an upset child from the area

11. Which of the following is **not** a positive reinforcer?
    a) praise and attention
    b) slapping a child
    c) being inconsistent

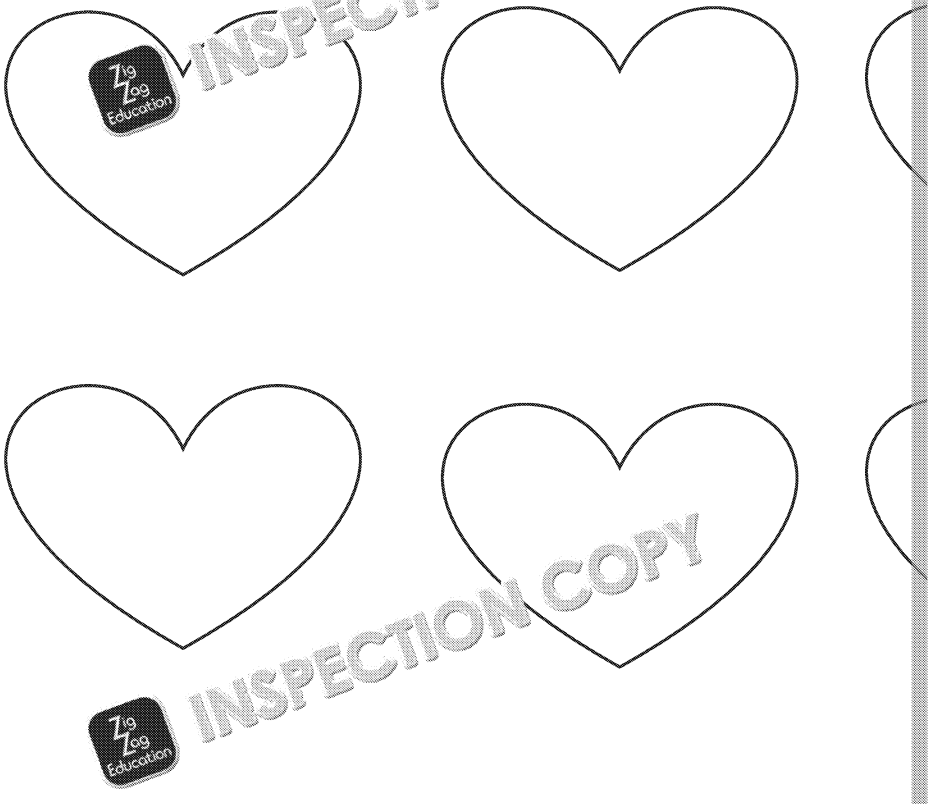
12. What does Skinner's theory of language development **not** explain?
    a) why all children develop language following the same patterns
    b) why some children lisp
    c) why children make grammatical errors

13. What are the four elements Bandura suggests children need in order to learn
    a) motivation, attention, encoding
    b) attention, retention, reproduction, motivation
    c) information, reinforcers, praise, happiness

14. What does Skinner's model of conditioning **not** take into account regarding c
    a) whether the child goes to a nursery or pre-school
    b) how educated the parents are
    c) temperament, free will and creativity

15. What did the Bobo doll experiment show Bandura?
    a) boys and girls both like to play with dolls
    b) children learn social behaviour through observational learning
    c) when parents aren't around, children do as they please

Using your knowledge of Skinner's and Bandura's theories, fill each heart with a w
attributes adults should foster in ourselves to optimise so[illegible] learning situations w



Activity 46: Bronfenbrenne and the Bioecological Model of Child D

Teacher's Notes

Spec area:	F3.2 Bronfenbrenner's bioecological syst[illegible] heory of social devel[illegible]		
Suggested use:	Class	**Timing:** [illegible]	**Asse[illegible]**
Aim:	To allow students to [illegible] Bronfenbrenner's theory of the bioec[illegible] development [illegible] environmental and personal/natural traits influ[illegible]		
Teacher's instructio[illegible]	Divid[illegible] class into random groups. Distribute a copy of the te[illegible] late for each group. Provide five different colours of card, and enough split pins so each student can cut out and make their own model of Bronfenbrenner's theory as per the template picture. Students to brainstorm in groups which institutions and influencers have an impact on learning and development at each level. Feed back in class.		

Bronfenbrenner's bioecological systems theory looks at how the quality and context o[illegible] child's biological development.

Suggested answers

Micro: This is the layer that is closest to the child. Within it are the environments w[illegible] direct contact, e.g. family and home. The child can influence this layer throu[illegible] traits, as much as the family and home structure can influence the child, e.g. t[illegible]

Meso: This next layer contains environments and structures which are still very cl[illegible] They include any kind of nursery or school environment, health personnel s[illegible] friends. It is not just the actual environments [illegible] types of relationships[illegible] layer have and whether they are positive, [illegible] ent/teacher.

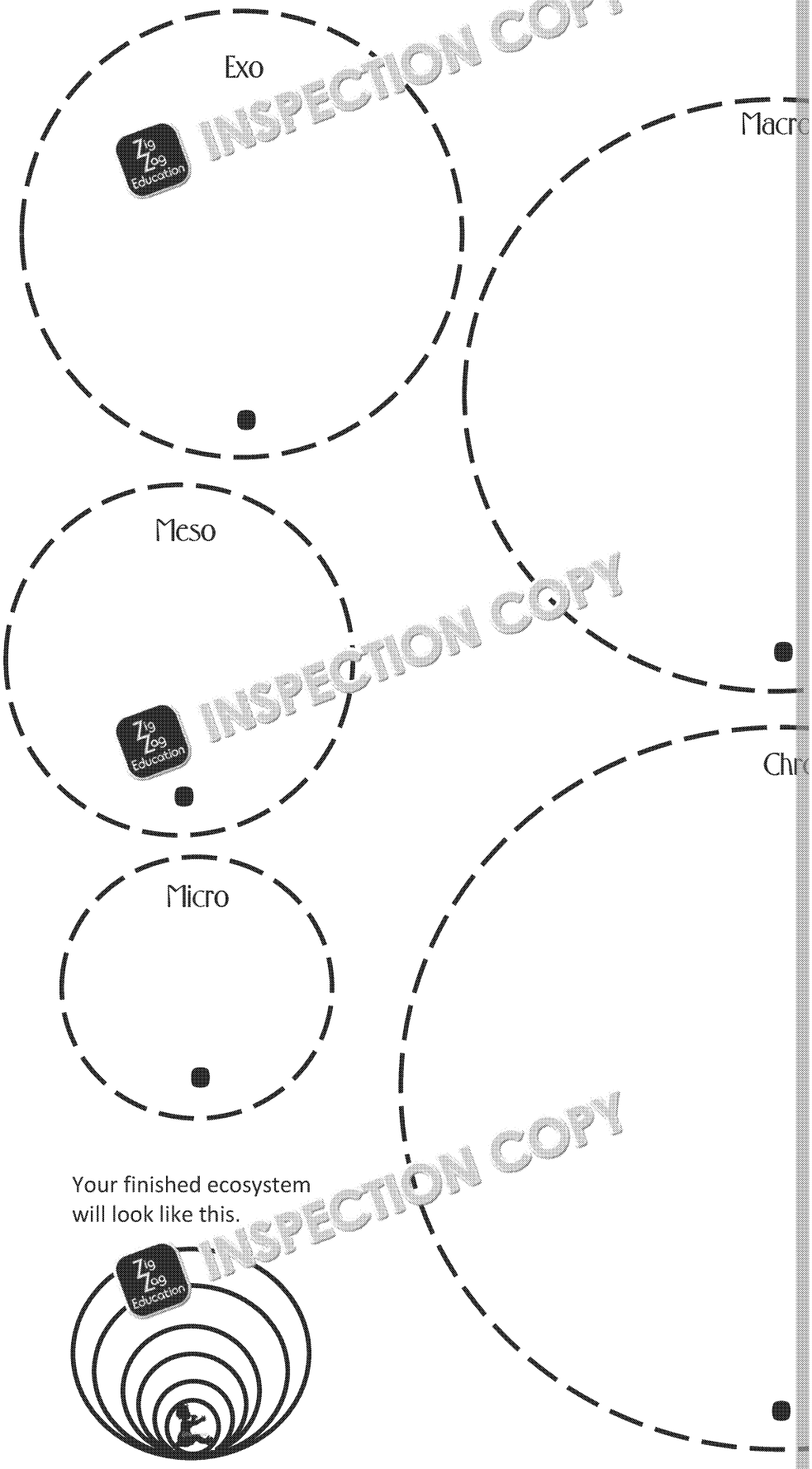
Exo: Within this layer, one finds environments that do not affect the child direct[illegible] This could be a parent's workplace, and their working schedules, job loss, o[illegible] also refer to a child's school or college, a religious institution, sports club [illegible] does not directly take part in, but which affects their lives. It could also refe[illegible] Support centres, drop-in centres, etc.

Macro: This layer refers to environments and structures over which the child and [illegible] could refer to the customs of the country or particular ethnic group, the sta[illegible] government decisions about schools and healthcare, etc.

Chrono: Chrono refers to time, and this layer is about the history behind the structu[illegible] the society the child is born into, what effect war, trade, technical advances, [illegible] the child and his family and the way the society they live in functions.

Student Activity Sheet: Activity

Using the template, cut out five differently coloured circles and create a model o
model of child development, clipping them together with the split pin. Each circ
environment that will influence learning and development (see headings on the t
of Bronfenbrenner's theory, write down two or three influencers within those sy



Your finished ecosystem will look like this.

Activity 47: Match the Theo

Teacher's Notes

Spec area:	A1.4, C3, D3, E2 and F3		
Suggested use:	Class or homework	**Timing:**	15 mins
Aim:	To consolidate students' understandi[illegible] different theories re and development.		
Teacher's instructions:	Distribute the activit[illegible] udents to complete the activity in c as homework. Answ[illegible] can be written on the worksheet or in wo		

Answers

	Theory
1.	There are three main styles of attachment between a child and carer: secure, inse ambivalent and insecure avoidant, observed through the 'Strange Situation' exper
2.	Four stages of attachment: asocial (0–8 weeks); indiscriminate (2–7 months); s (7–12 months); and multiple (1 year onwards).
3.	There are five stages in language development. Young children will make virtu errors, and language acquisition is measured through observing the length of a sentence or mean length of utterance (MLU).
4.	Human beings are pre-programmed to understand the structure of language an born with a language acquisition device (LAD).
5.	The role of the adult is to scaffold information, supporting the child in their acquisition of new information, which is achieved in three stages: enactive; iconic; and symbolic.
6.	Attachment theory – children are born with the need f[illegible]oseness to an impor person, usually the mother. Lack of 'maternal' [illegible]s can lead to mental hea issues and other issues in later life.
7.	Ecological systems theory – th[illegible]rt[illegible]e of the balance between nature and nurture or heredity an[illegible]ron[illegible]ent.
8.	Behaviourist th[illegible] operant conditioning through rewards and punishment
9.	Matu[illegible]l t[illegible]y where children's development passes through four separa very c[illegible]t stages: sensorimotor; preoperational; concrete operational; and formal operational.
10.	Hierarchy of needs proposes that basic needs must be met before optimal development can take place: 1. physiological; 2. safety; 3. love and belonging; 4. esteem; 5. self-actualisation.
11.	The mind functions a bit like a computer. Information from the senses is enco and processed, and memory skills are used to decide whether to save or delete
12.	Development and learning take place in a social context and occur purely thro observation or direct instruction.
13.	Sociocultural theory that emphasises the importance of relationships and interactions between children and more knowledgeable peers and adults with zone of proximal development.
14.	Language acquisition support system (LASS) allows symbolic and abstract thin

Student Activity Sheet: Activity

Using your knowledge of the different theories and theorists in the field of childr
identify which theorist/theory each box refers to.

Mary Ainsworth ¦ Albert Bandura ¦ John Bowlby ¦ Urie Bronfenbrenner ¦ Roger Bro
Chomsky ¦ Maslow ¦ Jean Piaget ¦ Schaffer and Emerson ¦ B.F. Skinner ¦ Lev Vygotsk

1. There are three main styles of at[illegible]tween a child and carer: secure, in[illegible]ambivalent and insecure avoidant, ob[illegible]ed in the 'Strange Situation' experiment.

2. Four stages of at[illegible] indiscriminate (2–7 [illegible] and multiple (1 yea[illegible]

3. There are five stages in language development. Young children will make virtuous errors, and language acquisition is measured through observing the length of a child's sentence or mean length of utterance (MLU).

4. Human beings ar[illegible] structure of languag[illegible] acquisition device ([illegible]

5. The role of the adult is to scaffold information, supporting the child in their acquisition of new information, which is achieved in three stages: enactive; iconic; and symbolic.

6. Attachment theor[illegible] closeness to an impo[illegible] Lack of 'maternal' cl[illegible] issues and other iss[illegible]

7. Ecological systems theo[illegible]e importance of the balance betwe[illegible]n nature or nurture or heredity and envir[illegible]

8. Behaviourist theo[illegible] rewards and punishm[illegible]

9. Maturational theory where children's development passes through four separate and very different stages: sensorimotor; preoperational; concrete operational; and formal operational.

10. Hierarchy of nee[illegible] be met before optim[illegible] physiological; 2. sa[illegible] 5. self- actualisation[illegible]

11. The mind functions a bit like a computer. Information from the senses is processed, and memory skills are used to decide whether to save or delete it.

12. Development an[illegible] context and occur pu[illegible] direct instruction.

13. Socio[illegible] theory that emphasises the importance of relationship[illegible] interactions between children and more knowledgeable peers and adults within the zone of proximal development.

14. Language acqui[illegible] symbolic and abstra[illegible]