**Learner Workbook**

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

**Content area 1: Child Development PART 2**

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| **Name** |  |
| **College ID** |  |
| **Teacher** |  |

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# Introduction

This content area will be exploring child development. You will learn what child development is and what the four key areas of child development are.

As you look at each area of development, you will explore the expected milestones for each age range within the early years.

You will experience a range of activities to support the areas of development and will have the opportunity to look at some of the resources available to support child development.

# Lesson 5: Introduction to cognitive development

In this lesson you will be exploring **Cognitive Development** and **activities** that are suitable for supporting children to develop cognitive skills.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson  You must be able to:   * **Describe** cognitive development. * **Identify** age-appropriate activities for cognitive development. * **Provide examples** of nature and nurture theories. * **Compare** and **contrast** Piaget and Vygotsky’s theories. | |

**Cognitive development** is the ability to t………., recognise and remember.

This means that children are using their b………. to support them in all areas of

Their d……………………….

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| **Starter activity: Puzzles** | Icon  Description automatically generated |
| **Work out the answers to these puzzles:** | |
| 1. You bury me when I’m alive and dig me up when I’m dead. What am I? 2. What can you catch but can’t throw? 3. What goes up when the rain comes down? | |
| 1. **The height of six children was measured.** The children were called Bob, Andre, Jenna, Charlotte, Amrit, and Paulina. Amrit is taller than Jenna but shorter than Paulina. Bob is taller than Andre but shorter than Jenna and Amrit. Andre isn’t the shortest. Can you list the children in order of height from tallest to shortest? | |
| **List the skills you need to work out the answers? List them here** | |

Even if you did not get the answers right in the starter activity, you still used your cognitive skills to try and work out the answers through problem solving and logical thinking.

## Expected milestones for cognitive development

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| **Activity 1: Cognitive (Intellectual) Development** | Icon  Description automatically generated |
| **You are going to plan a cooking activity for five children age 4 years old.**   1. Make a list of healthy meals / snack that you can make for children age 4: 2. Create an **Activity Plan** for your Healthy Meal Activity using the headings below:   **Activity Plan**  **Title of Meal:**  **Ingredients list:**  **Describe what the children will do:**  **Skills children will learn during the activity: (PILES)**  **Role of the Early Years Practitioner:**  **Health and safety to consider:** | |

**Remember:** all children are unique and will develop at their own rate, so these expected milestones are based on average expectations and are only a guide.

**Expected milestones**

What types of cognitive skills might you see at each age of children’s development?

**Write the missing words / milestones into your workbook**

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| **At birth** | Turns \_\_\_\_\_\_\_\_\_\_\_\_\_ towards bright light |
| Likes looking at high contrast patterns |
| Is startled by sudden \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Shows primitive \_\_\_\_\_\_\_\_\_\_\_\_\_ such as swallowing and sucking, rooting, grasping, stepping, startle (Moro reflex) |

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| **One year** | Understands simple instructions (for example, ‘clap hands’) |
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| Anticipates future routines |

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| **Two years** | Understands that a mirror shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Begins to understand consequences of their own actions |
| Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a book |

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| **Three years** | Recognises objects that are \_\_\_\_\_\_\_\_\_\_\_\_ and light |
| Shows awareness of past and present |
| Actively seeks answers to questions – Using \_\_\_\_\_\_\_\_\_\_ |
| Sorts objects by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and shape |

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| **Four years** | Names some colours |
| Counts to 10 |
| Recalls stories and \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Fantasy and reality may become confused |

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| **Five years** | Gives meaning to marks they make and see |
| Can count up to \_\_\_\_\_\_ |
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| Interested in reading and \_\_\_\_\_\_\_\_\_\_\_\_\_ |

## Nature and nurture

There are different theories about how children learn.

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| **Additional resources** |  |
| You can read about some of the theories in the book  “How children learn” by Linda Pound. | |

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| **Reflective question** |  |
| What do you think the following terms mean?   * Learning through **nature**. * Learning through **nurture**.   Make some notes of your ideas, ready to share with the class. | |

**NURTURE ACTIVITIES**

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| **Nurture:** Children need **help from others** to practice and learn the skills listed below.  Can you **list 3 more nurture skills** that adults can help children to learn with practice? |
| 1. How to hold a pencil 2. Write their name 3. How to ride a bike 4. How to iron their clothes 5. Complete a jigsaw puzzle |

**NATURE ACTIVITIES**

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| **Nature:** Children will **learn these skills naturally** in their early years as they grow and develop.  Can you **list 3 more nature skills** that adults can help children to learn with practice? |
| 1. Walking 2. Crawling 3. Speaking 4. Communicating 5. Chewing and swallowing food |

## Reading: Nature and nurture theorists

**Lev Vygotsky – Nurture Theorist**

**Nurture theorists** think that children need help to learn new skills such as fastening their coat and learning to talk.

One of the theorists who believed in learning through nurture was called **Lev Vygotsky.**

He believed in the **zone of Proximal Development.** He said that children will learn some things by themselves **but can learn these in more depth** if they are **supported by adults**. For example, learning to read a book, complete a puzzle, eat with a spoon to eat..

The **Zone of Proximal Development** is the difference between what the children already know and what they could know if supported by an adult. For example, get dressed and undressed, brush their teeth, ride a bicycle, recall a nursery rhyme.

**Jean Piaget – Nature Theorist**

**Nature theorists** think that children can learn to do some things **without being shown**. For example, climbing out of their cot if they want to get to something on the bedroom floor. Other examples used are learning to sit up, walk and talk.

One of the theorists who believed in learning through a more natural approach was called **Jean Piaget.**

Jean Piaget believes that **children will learn without direct adult support**. His theory and work focusses on **how children observe the world around them** to support their learning.

They learn by watching and that this learning will naturally occur over time, so it is not completely innate, natural learning but requires less adult support.

Jean Piaget’s theory has **3 main stages of cognitive development**:

1. **Assimilation** is when the child forms a theory. For example, if they are always given their milk in a red cup, they may theorise that “Milk comes in red cups”.
2. **Accommodation** is the adaptation to accommodate new information. For example, they may one day be given milk in a different coloured cup and change their theory to be that “Milk can come in any colour cup”.
3. **Equilibrium** is when they have extended the theory to allow for a wide range of outcomes. For example, sometimes they are given water or juice instead of their usual milk, they may adapt their theory to be “Any liquid can come in any colour and shape of cup/glass.

Many people believe that it is a **combination of the two theories** for the following reasons:

* If children learn to talk by themselves, how do we not all speak the same language? They must have learned some of the language by listening to people around them and copying their words and sentences. They develop their vocabulary through adult input and conversations with others.
* Children can learn to do some things without adult support, such as feed themselves by picking food up with their fingers and putting it in their mouths. However, they can learn to do this more effectively if shown by adults. For example, learning to use a spoon for food that is difficult to pick up with their fingers.

**Questions to answer about the two theorists:**

Lev Vygotsky (nurture theorist)

Jean Piaget (nature theorist)

1. What is a **nurture theorist** and what do they believe?
2. Name the **nurture theorist** you have just read about.
3. What does this theorist say is the **Zone of Proximal Development**?
4. What is a **nature theorist** and what do they believe?
5. Name the **nature theorist** you have just read about.
6. What does this theorist say are the 3 Main Stages of Cognitive Development?
7. Which theorist do you most agree with and why? (is it a combination of both?)

| **Progress check** | Icon  Description automatically generated |
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| Are the following statements are related to nature or nurture? Tick the box to show your answer.   | **Statement:** | **Nature** | **Nurture** | | --- | --- | --- | | This is when adults support children to learn new things. |  |  | | This includes Vygotsky’s theory based on the Zone of Proximal Development. |  |  | | This is when children learn things by themselves without support. |  |  | | Children learning to walk. |  |  | | Piaget’s 3 stages of cognitive development. |  |  | | Children learning to use a knife and fork. |  |  | | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** cognitive development. | |
|  | **Identify** age-appropriate activities for cognitive development. | |
|  | **Provide examples** of nature and nurture theories. | |
|  | **Compare** and **contrast** Piaget and Vygotsky’s theories. | |

How many of these key terms can you remember?

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| **Key terms** |  |
| **Cognitive development:** the ability to think, recognise and remember.  **Asymmetric tonic neck:** when a baby turns their head to the side, they stretch their arms out in the same direction.  **Nature:** when children are learning by themselves. The ability to learn is something they are born with and develop through their own actions. This is often referred to as being intrinsic or innate.  **Nurture:** when children’s learning is being supported by others. This is often referred to as being extrinsic).  **Zone of Proximal Development:** the difference between what the children already know and what they could know if supported by an adult. | |

# Lesson 6: Exploring the local environment

By the end of this lesson, you should be able to identify the different senses and how they can be used to support cognitive development.

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| **Learning outcomes** | Icon  Description automatically generated |
| You must be able to:   * **Identify** how cognitive skills can be developed through exploring the local environment. * **Identify** the potential risks associated with using the local environment to develop cognitive skills. * **Describe** how to mitigate the potential risks associated with exploring the local environment. * **Evaluate** the opportunities for cognitive development available through exploring the local environment. | |

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| **Starter activity: Going on a sensory walk with children** | Icon  Description automatically generated |
| If you took children on a sensory walk in your local area, what are some points of interest that you could show them and talk about to support their cognitive development (understanding) of the local area.  Write some of your ideas below, ready to share with the class. | |

## Using your senses

We have **5 senses**, they are:

1. Sight
2. Hearing
3. Smell
4. Touch
5. Taste

When children are moving around their environment, they use their senses to look, listen, touch, play, learn and explore. This supports their cognitive development.

**Remember**: cognitive development is the ability to think, recognise and remember.

Some of the ways children can use their senses whilst exploring the environment could be:

**Sight:** Talk about what they see such as clouds, traffic, flowers, animals.

**Smell:** Fresh cut grass, flowers, pollution.

**Hearing:** Traffic, birds, each other, silence.

**Touch:** Pick things up and feel them. For example, stones, sticks, leaves, bugs.

**Taste:** This is one sense you would discourage children from using outside except for safe activities such as tasting the rain.

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| Activity:Explore the environment -Godalming |  |

* Look up and make a list of things to do in Godalming for children 0 – 5 years.
* What did you find?

**Reading:** Taking children outside to explore the outdoors is an excellent way to support their cognitive development as they can use their senses to provide their brain with lots of learning opportunities.

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| **Activity: Exploration of the local area.** | Icon  Description automatically generated |
| If you were planning a walk to the park for a group of 12 children aged 3 years old, think about these questions:   * What can you share for children to see, hear, smell, touch, taste? * What risks may you identify during the walk and visit to the park? * How would you overcome these risks? * How can the walk help children develop their cognitive skills?   **Now draw a plan** for your walk which starts at **Butterflies Day Nursery** to the local park.  Include points of interest you will share with children along the way, including what they will do in the park **(use a sheet of A3 paper)** | |

| **Progress check** | Icon  Description automatically generated |
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| Write down some ways that a walk encourages children to develop their cognitive skills. You will be sharing one of your ideas with the class.  How can it support the following parts of cognitive development? | | |
| **Thinking** | | |
| **Recognising** | | |
| **Remembering** | | |

We will be discussing the benefits of walking around the local environment in the next lesson.

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Identify** how cognitive skills can be developed through exploring the local environment. | |
|  | **Identify** the potential risks associated with using the local environment to develop cognitive skills. | |
|  | **Describe** how to mitigate the potential risks associated with exploring the local environment. | |
|  | **Evaluate** the opportunities for cognitive development available through exploring the local environment. | |

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| **Key term** |  |
| **Cognitive development:** The ability to think, recognise and remember. | |

# Lesson 7: Supporting the development of cognitive skills

During this lesson we will be looking at activities that can support cognitive development, with a focus on indoor activities.

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson you must be able to:   * **Explain** how using their senses can help children develop their cognitive skills. * **Explain** the benefits of developing cognitive skills. * **Identify** indoor activities that will support the development of cognitive activities. * **Evaluate** the effectiveness of the activities in supporting the development of cognitive skills. | |

**Reading:** We have already explored the outdoor environment and how it can support cognitive development using our senses.

**A walk around the local environment can support children to:**

* Use their senses to help them think, recognise and remember – Smelling flowers, hearing the tractor cutting the grass, guessing shapes in the clouds, listening to the birds singing or tasting the raindrops.
* Providing new experiences – Looking under rocks to find bugs or holding a ladybird.
* Ask questions to understand more – Why does it rain? Why do bugs live under rocks? Why is the sky blue?

It is important that when we take children on a walk we consider the risks and how we can reduce them.

There are many risks, such as crossing the road, slipping on wet grass or tripping over uneven ground.

Close supervision of the children and teaching them how to keep themselves safe is essential to reduce the risks.

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| **Starter activity: Evaluation of your walk** | Icon  Description automatically generated |
| Think back to planning a walk with children around your local environment. | |
| 1. How does the activity support children’s development? (PILES) | |
| 1. What senses will the activity encourage children to use? | |
| 1. What new experiences could the children have? | |
| 1. What will the children play / do when they get to the park? 2. How will this support their learning? | |
| 1. Did you identify any risks? | |
| 1. How would you reduce the risks? | |

## Why is cognitive development important?

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| **Activity 1: Benefits of developing cognitive skills** | Icon  Description automatically generated |
| **Make a list of the benefits of developing cognitive skills.**  Work individually for 1 minute. Then share your ideas with a partner. | |
| Individual ideas and ideas with a partner: | |
| Updated ideas after discussing as a group: | |

## Simple Activities to support children’s cognitive skills

Simple activities can support children to develop their cognitive skills through thinking, recognising and remembering.

Some examples of simple activities that are highly beneficial at developing cognitive skills are:

* **Jigsaw puzzles:** Problem solving, thinking about how the shapes match, accepting failure and trying again.
* **Sorting activities:** Thinking about what features the items have in common such as colour, texture, size.
* **Animal pictures:** Using their memory, matching, making noises of the animal, describing the animals.
* **Baby toys:** Exploration. Try things out to see how they work – It is important that children get the chance to test their theories out and learn new skills.

There are always risks with activities that involve young children, such as the children trying to put the resources in their mouths or throwing the resources.

It is important that risks are minimised by supervising the children carefully and ensuring that resources are appropriate for the age of the child

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| **Activity 2: Make 2 Activities that support children’s cognitive skills** |  |
| You are going to make 2 activities that will support children’s cognitive development.  How will your activities help children to think, understand, remember and learn? | |
| **Plan of Activity 1**  **Describe the activity you will make:**  **How will the activity help children’s cognitive development?** (e.g. how will it help children to think, understand, remember and learn)  **Age group it is for:** | |
| **Plan of Activity 2**  **Describe the activity you will make:**  **How will the activity help children’s cognitive development?** (e.g. how will it help children to think, understand, remember and learn)  **Age group it is for:** | |

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| **Stretch and challenge** | Text, logo  Description automatically generated |
| Are there any potential risks for children when they are using these resources? | |

| **Progress check** | Icon  Description automatically generated |
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| Read at the case study:  Max has been for a walk in the woods with his dad. They have been looking under rocks for bugs, counting the daffodils and now they are lying on the hillside looking at the clouds and naming shapes they can see. There are birds chirping in the nearby trees. | |
| **What cognitive skills is Max developing?** | |
| **Are there any risks and how could they be mitigated?** | |
| Once you have discussed your ideas with the class, make a note of any additional ideas that other people suggested. | |

Think about what you have learned today. Can you think of lots of activities to support cognitive development?

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Explain** how using their senses can help children develop their cognitive skills. | |
|  | **Explain** the benefits of developing cognitive skills. | |
|  | **Identify** indoor activities that will support the development of cognitive activities. | |
|  | **Evaluate** the effectiveness of the activities in supporting the development of cognitive skills. | |

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| **Home study: Developing cognitive skills on a walk** | Icon  Description automatically generated |
| Complete this activity outside of the lesson.  Make a poster about the benefits of a walk for supporting cognitive skills. Include the following information:   * What senses could you use on a walk? * How would these support cognitive development? * What risks might you need to think about? | |

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| **Stretch and challenge** | Text, logo  Description automatically generated |
| Can you add in any physical skills that can be developed? | |