**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 3**

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

# 

# 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 8: Introduction to communication and language development

During this lesson we will look at the key areas of communication and language development.

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| **Starter activity: Communication skills** | Icon  Description automatically generated |
| **Read the handout about ‘Communication and speech development’** | |
| * Explain what you have read in your own words. * Include 2 quotes from the handout. | |

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| **Learning outcomes** | Icon  Description automatically generated |
| You must be able to:   * **Define** the terms communication and language development. * **Explain** the difference between verbal and non-verbal communication. * **Evaluate** the effectiveness of verbal and non-verbal communication. | |

## Communication and language

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| **Activity: Key terms** | Icon  Description automatically generated |
| **What is the difference between ‘communication’ and ‘language’?** | |
| **Language is …** | |
| **Communication is …** | |

**There are lots of ways to communicate. Some are verbal and some are non-verbal.**

**Write 5 examples of each in the table below:**

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| **Activity: Complete the table** | |
| **Verbal communication** | **Non-verbal communication** |
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## Verbal and non-verbal communication

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| **Activity: Leaflet for parents** | Icon  Description automatically generated |
| Make a leaflet for parents to help them support children’s language and communication skills at home.  Include a range of language activities that they can do at home for babies and children from 0-5 years old. | |

People often use verbal and non-verbal communication methods together to make sure their message is effectively communicated.

| **Progress check** | Icon  Description automatically generated |
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| Work individually. | |
| Name **3** types of verbal communication. | |
| Name **3** types of non-verbal communication. | |
| When is it useful to use non-verbal communication? | |

Think about what you have learned today. Do you now know what communication and language are?

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Define** the terms communication and language development. | |
|  | **Explain** the difference between verbal and non-verbal communication. | |
|  | **Evaluate** the effectiveness of verbal and non-verbal communication. | |

Can you remember these key terms?

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| **Key terms** | Icon  Description automatically generated |
| **Communication:** the process of sharing information.  **Language:** the system used to share the information.  **Verbal communication:** when people communicate through vocal sounds such as words.  **Non-verbal communication:** when people communicate without using vocal sounds. | |

# Lesson 9: Supporting communication and language development.

During this lesson you will be looking at expected milestones and how action rhymes and songs can support the development of communication and language development.

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| **Language and Communication QUIZ** |  |
| **How many did you get right?**  **/ 20** | |

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| **Activity: How can adults support children’s language development** | Icon  Description automatically generated |
| **Babies and toddlers**  Talking and listening –  Eye contact and pointing –  Books and rhymes –  **2 to 5 year-old children**  Being responsive –  Doing interesting things –  Books and Rhymes -     | **Weekly Activity Plan**  **Theme: Halloween**  **Age group:**  **Area: Language and Communication** | | --- | | |
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

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| **Learning outcomes** | Icon  Description automatically generated |
| By the end of the lesson  You must be able to:   * **Describe** the expected milestones for children’s communication and language development. * **Identify** everyday opportunities to support the development of communication and language skills. * **Explain** how nursery rhymes and songs can support the development of communication and language skills for children.     You may also be able to:   * **Evaluate** the effectiveness of using nursery rhymes and songs in the early years. | |

## Expected milestones

Remember that 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.

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| **At birth** | Recognises mother’s or main caregiver’s voice |
| Cannot hear very soft sounds |
| Cries to indicate need |

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| **One year** | Babbles tunefully, leading to first single spoken words |
| Raises tone to gain attention |
| Follows simple instructions and understands simple frequent words |

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| **Two years** | Uses 50 words or more |
| Joins 2 words together |
| Refers to self by name |
| Understands a wide range of words |

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| **Three years** | Uses 200 words or more |
| Constantly asks questions: what, why, who |
| Joins in simple rhymes |

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| **Four years** | Can be understood easily by others |
| Enjoys telling and sharing stories |
| Knows several nursery rhymes and songs |

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| **Five years** | Begins to show signs of reading |
| Concentrates and maintains attention |
| Uses language and gestures to convey meaning |
| Speech is mostly grammatically correct |

## Using action rhymes and songs

Using action rhymes and songs are a fun way to build communication and language skills with young children.

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| **Activity: Nursery rhymes** | Icon  Description automatically generated |
| * Look at the nursery rhymes below – have a go at singing these in a group and do the actions. * Then make a Rhyme Booklet including 5 different rhymes that you can teach children, including pictures to help children learn. | |

| **Incey Wincey Spider** |
| --- |
| Incey wincey spider climbed up the waterspout  Down came the rain and washed the spider out  Out came the sunshine and dried up all the rain  So Incey wincey spider climbed up the spout again |

| **Twinkle twinkle little star** |
| --- |
| Twinkle twinkle little star  How I wonder what you are  Up above the world so high  Like a diamond in the sky  Twinkle twinkle little star  How I wonder what you are |

| **Miss Polly had a dolly** |
| --- |
| Miss Polly had a dolly who was sick sick sick  So she called for the doctor to come quick quick quick  The doctor came with his bag and his hat  And he knocked on the door with a rat a tat tat  He looked at the dolly and he shook his head  He said miss Polly put her straight to bed  He wrote on his paper for a pill pill pill  I’ll be back in the morning yes I will will will |

| **Wind the bobbin** |
| --- |
| Wind the bobbin up wind the bobbin up  Pull pull clap clap clap  Point to the ceiling. Point to the floor  Point to the window, Point to the door  Clap your hands together one two three  Put your hands upon your knee  Wind it back again wind it back again  Pull pull clap clap clap  Point to your nose, point to your chin  Open your mouth and pop your finger in |

| **Head, shoulders, knees and toes** |
| --- |
| Head, shoulders, knees and toes, knees and toes  Head, shoulders knees and toes, knees and toes  And eyes and ears and mouth and nose,  Head shoulders, knees and toes, knees and toes. |

| **5 currant buns in a baker’s shop** |
| --- |
| 5 currant buns in a baker’s shop  Big and round with a cherry on the top  Along came (name) with a penny one day  Bought a currant bun and took it away |

| **Case study** | Icon  Description automatically generated |
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| Read the case study then choose the most appropriate song to use with Ruby.  Ruby is 3 years old and does not speak much English. Which of the following songs do you think would be most beneficial for her and why:  5 currant buns in a baker’s shop.  Head, shoulders, knees and toes.  Record your decision here. | |
| Why did you choose this song? | |
| How will it benefit Ruby? | |

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| **Reflective question: Benefits of songs and rhymes** |  |
| Think about the activity you have just done. Write your ideas in this box. | |
| Why it is beneficial to use action rhymes and songs with young children | |
| Are there any challenges? | |

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| **Learning recap** | | Icon  Description automatically generated |
| Can you now: | | |
|  | **Describe** the expected milestones for children’s communication and language development. | |
|  | **Identify** everyday opportunities to support the development of communication and language skills. | |
|  | **Explain** how nursery rhymes and songs can support the development of communication and language skills for children. | |
|  | **Evaluate** the effectiveness of using nursery rhymes and songs in the early years. | |