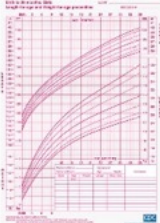





Knowledge Organiser: Year 10 Child Development: LAA1 – Growth and Development

Growth = An increase in size and mass		1
<ul style="list-style-type: none"> Growth can be measured, for example a new born head is disproportionately large compared to the body, and this is because it contains the brain which is already half the size of a full grown adult. Bone changes – babies have more bones than adults, this is because their bodies need to be soft and flexible to make them more resilient. Bones fuse together over time resulting in less bones. 300 reduced to 208. Children grow rapidly from birth to age 5, in the skeleton, muscles resulting in weight and height increase. 		
<p>How growth is measured and plotted?: It is essential to keep track of a child's growth, doctors have a chart that measures a boys and girls:</p> <ul style="list-style-type: none"> Weight Length/height Head circumference <p>These measures are then plotted on a chart to show if that child is growing at the expected rate.</p>		

Development = Skills and knowledge gained over time		2
<p>Development follows a pattern, although all children can develop at different rates.</p> <p>Milestones = a stage or event in the development process These help professionals to determine whether the child is developing at the rate it should be. These miles stones are often placed at specific age stages, and are worked out by averages of 20+ children. And fall under 5 categories:</p>		
<p>Who uses milestones?: Doctors; nursery staff; parents/carers; health visitors; speech therapists.</p> <p>To assess physical health and wellbeing, parents will want to know so they can make sure their child has the best provision and opportunity. If a parent thinks their child is behind development milestones then they can access support from speech therapists/health professional and nursery staff/teachers to help support the correct development of the child.</p>		

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Knowledge Organiser: Year 10 Child Development: LAA2 – Development Milestones

	0–18 months	18 months–3 years	3–5 years
Physical development <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">3</div>	<p>The newborn baby has only primitive reflexes, such as rooting, sucking, startling, grasping and walking/stepping.</p> <p>Their senses are fuzzy as their ears and eyes begin to adapt to the world outside the womb. They recognise the smell of their main carer.</p> <p>At around 6 months old children gain control of their neck muscles and are able to sit and roll over. They might learn to crawl. They reach for objects and start to put their hands to their mouths.</p> <p>At around 1 year old babies might be able to stand without support.</p> <p>By 18 months, most are able to walk without support. They will enjoy exploring the world by putting everything they encounter into their mouths.</p>	<p>At 2 years old children can squat, stand, run and stop. They are able to balance better, although they might need to stretch out their arms for balance at times. They can feed themselves quite well using a spoon as they have better hand-eye coordination.</p> <p>They cannot resist touching and tasting everything they encounter even if it is not meant to be eaten.</p> <p>By 3 years old children can start to build on their large movements, such as hopping or jumping.</p> <p>Children around the age of 3 years old are able to make marks with crayons and pencils, although this might look like scribbles.</p>	<p>At around 4 years old children's balance and coordination has improved so much they can now climb and start to pedal bicycles. They can probably throw and catch a ball quite well and will be able to walk up and down stairs.</p> <p>They are developing into eager learners using all of their senses so they might enjoy dancing and copying by watching others.</p> <p>As children approach 5 years of age they are able to hold and use tools. They can form the letters that spell out their name and are able to use a knife and fork and scissors with good skill.</p>
Cognitive and intellectual development <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">4</div>	<p>Newborn babies are watching, listening and making sense of what they see, hear, feel and touch.</p> <p>At around 6 months old babies will start to recognise their name and turn their head when called.</p> <p>At around 1 year old babies will understand that things exist even when they are out of sight. They will look for objects they have dropped. They are fascinated by their own image.</p> <p>At 18 months old babies will explore how things feel using their mouths and might enjoy particular materials that feel nice when they are chewed.</p>	<p>At around 2 years old children will start to respond to the pitch and tone of voices. They will look at things that interest them but are quickly distracted.</p> <p>At around 2½ years old children start to have an amazing memory. They can recognise animals and toys and follow action songs and rhymes. Being able to say a few words they can now communicate.</p> <p>Around 3 years old children are starting to demonstrate how much they know. They can sort items by shape and perhaps count up to ten.</p>	<p>At 4 years old children are becoming such confident talkers that they know around 5,000 words. By the time they are 5 years old, many children recognise letters and are able to read and write basic words.</p> <p>Children at 4 years old have a better attention span and will spend time concentrating on things that interest them. They can probably recognise different colours and shapes and be able to put their counting into use, such as counting out how many pieces of fruit they have to eat.</p>

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Knowledge Organiser: Year 10 Child Development:

LAA2 – Development Milestones

	0–18 months	18 months–3 years	3–5 years
Communication and language development <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">5</div>	<p>Newborn babies can only communicate through crying. Soon, this will turn to cooing and at around 6 weeks old babies will smile at familiar faces. They will turn their heads to look for sounds they hear and will enjoy hearing people talking to them.</p> <p>At around 6 months some babies will start to babble.</p> <p>At around 18 months babies will start to use the odd word such as 'mummy' or 'daddy'.</p>	<p>Children are starting to quickly develop speech. At around 2 years old children can copy many words and will start to quickly pick up new words every week. By 2½ years old children will start to combine words together such as 'cat gone now'.</p> <p>Around 2½ years old they know what is said to them and will be able to follow some simple instructions.</p>	<p>By 3, children are able to use words in a sentence (that might not sound quite right) but miss out some connective words.</p> <p>Children's enthusiasm to talk can mean they interrupt. By 5, children understand more about listening and can wait their turn.</p> <p>At 5, children can follow instructions, understand what is said to them and use around nine words in a sentence. They might not always use words in the right context, but their conversations are much more adult.</p>
Social development <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">6</div>	<p>Newborns quickly develop a strong attachment to their main carers. They cry to get their attention and will stop when the carer meets their needs.</p> <p>By 6 weeks, the baby will smile and make eye contact.</p> <p>At around 1 year, children will become anxious if they are separated from their main carer.</p> <p>Children around 18 months will enjoy watching others and spending time with children around the same age.</p>	<p>At around 2 years old some children will start nursery, pre-school or a childminder's care. They might be upset at first but this secondary socialisation helps them to become fond of people outside their immediate family.</p> <p>At 2½ years old children do not think about the thoughts and feelings of others. They might take toys they want from others. They will start to play alongside others and will enjoy being praised by their parents and carers, which helps to raise their self-esteem.</p>	<p>At 3, children will feel more confident when their main carer leaves them in the care of other familiar people.</p> <p>At 4 years old, children are getting ready to spend time at school. They will be able to mix with other children and can take turns and share (with encouragement).</p> <p>At 5, children are confident and the views of their classmates are important to them. They will gain a sense of pride in showing their work. As children settle into school they start to form closer friendships.</p>
Emotional development <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 10px 0;">7</div>	<p>A newborn baby cries for attention. As they hear sounds and familiar voices they will turn their head.</p> <p>At around 6 weeks, babies will smile at any smiling face and by 3 months they will start to giggle loudly at things.</p> <p>At around 6 months, babies will be quite happy to be in the company of new people. By 1 year, they are wary of strangers and will cry if separated from their main carer.</p> <p>By 18 months old, babies will want to explore the environment and are more resilient, although they need to know their main carer is nearby.</p>	<p>At around 2 years old children know who they are, for example saying 'I'm a big boy'. They will still be wary of people they do not know, but will be more confident when meeting new people.</p> <p>At around 2 years old children might have 'temper tantrums' where they have strong feelings and are not sure how to deal with them. They will test the boundaries to see what will happen.</p> <p>By 3 years old children might be able to comfort themselves and might use methods such as sucking their thumb or twiddling their hair.</p>	<p>By 4 years old, children show their affection for others, (e.g. by talking about them and drawing pictures).</p> <p>At 4 years old children are becoming more independent and will want to do things for themselves, which is important for when they start school.</p> <p>By 5 years of age, with the right support, children will be willing to part with their parents and play and able to make friends.</p> <p>By 5, children can generally manage their feelings well and understand the feelings of others. They know how to behave and want to please adults rather than testing boundaries.</p>

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Knowledge Organiser: Year 10 Child Development: LAB – Factors affecting development

8

Physical factors:

1. Prenatal

- Genetics – genes is information passed from our parents into our cells, there can be abnormal genes causing inherited developmental issues e.g. downs syndrome
- Maternal nutrition/exercise – diet helps provide the foetus with all the nutrients it needs to grow. Not a good idea to exercise strenuously, but walking and swimming are good to ensure the parent remains healthy
- Drug use – babies are exposed the toxic substances in the parents blood, this can damage the foetus or being born suffering from withdrawal from drugs.
- Mothers mental health – hormones can be produces which can affect the baby, poor decision making and can result in the mother not looking after herself well
- Premature birth – if the baby doesn't have the chance to develop properly in the womb it can suffer problems later down the line.

2. Health of the child

Health issues such as asthma, cancer, epilepsy and sepsis can cause the child to develop at an abnormal rate; for example being too tired to learn or play.

3. Diet/Exercise of the child

Balanced diet is important so the child gets all the nutrients it needs to promote growth. Too much or little of a certain food group can make the child ill, e.g. fats can cause obesity and further

conditions later down the line.

Exercise is important for **strengthening bones and muscles** and maintain a healthy weight.



9

Environmental Factors:

1. Housing

How a child grows up can affect their lives. Some children grow up in **areas of deprivation**, where they are poor so don't have suitable housing, for example cramped living conditions or even homelessness.

Usually children's **housing needs** are met, but not always in areas of extream poverty.

2. The home

Abuse and neglect in the home can lead to poor development for many reasons; **there are 4 type of abuse**;

- **Physical** – hitting, broken bones
- **Sexual** – exposure/inappropriate sexual activity
- **Neglect** – starvation, failure to meet basic needs
- **Emotional** – harming a child's self-esteem/wellbeing, shouting, ignoring etc

Other types of abuse include; mutilation which is illegal surgery performed on females and exploitation, which is where adults try to benefit by using the child for something, be it slavery or sexually.

3. Drugs/Alcohol abuse

Drugs – two types:

- **Prescription drugs** – given by the doctor but can be addictive
- **Illegal drugs** – have no medical purpose

Alcohol and drug use can have many negative effects on the child's development such as;

- Impaired judgement – parents miss feeding etc
- Accidents – falling over and causing damage to baby
- Poor mental health – parents can find it hard interacting with child and others
- Confusion/forgetting – forgetting feeds
- Erratic/dangerous behaviours – violence, emotional abuse to child
- Drugs are poisonous to children – can cause death
- **Smoking** – damages health and stunts growth. Can cause;
 - Respiratory difficulties
 - Asthma
 - Cancers
 - Ear/eye infections

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Knowledge Organiser: Year 10 Child Development: LAB – Factors affecting development

10

Socio-Economic Factors:

1. Discrimination

Occurs when assumptions are made about a person or group of people.

Can lead to **social exclusion** – child feels unwanted/left out

Racial discrimination can harm a child's well-being, cause mental health issues and living in fear. Some cultures have different dietary practices where they are not catered for the child may not eat.

2. Income and Poverty

2 types;

Relative poverty – not enough income to afford ordinary living

Absolute poverty – cannot afford basic necessity, food/clothing/shelter

Why? –

- Loss of job
- Relationship breakdown
- Borrowing money and can't pay it back
- Death of partner
- Injury so cannot work
- Mental health so cannot work
- Disability
- Disasters such as floods/fires

Unemployment can lead to a **workless household**. Here resources for children's learning and development are limited.

3. Relationships with adults

Parents need to connect to their children, there are ways a close relationship can be formed;

- Holding soon after birth
- Sharing feeding
- Spending time/caring for the child

Some things can cause poor relationships;

- Not being cuddled/held
- Being left to cry
- Having multiple carers

It is important to give the child **warmth and affection** and to show the child **attention**. The parent needs to be **'available'** for the child in order to secure the child's development needs.

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How do we use Knowledge Organisers in Child Development

How can you use knowledge organisers at home to help your coursework?

- **Coursework checks:** read over the knowledge organiser to check you have included every point from that learning aim in your assignment
- **Self Assess:** using the criteria for your assignment, check using the knowledge organiser that you have written enough to meet that criteria
- **Research:** Use key terms in bold to help you research the topic area – put them into google to understand more
- **Diagrams/images:** Use images from your knowledge organiser to help support your assignments, or find similar ones online
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers to deepen your understanding.

How will we use knowledge organisers in Child Development?

- **Test:** We will do regular low stakes tests to check your ability to remember and understand information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

Date	Section of knowledge organiser	Score