

# Cyp3.1 sect 1.1 (physical and communication development)

[Sociology](#), [Communication](#)



**ASSIGN  
BUSTER**

CHILD DEVELOPMENT Physical This is a period of very fast development As a new-born – the infant has no control over movement, but will start to lift its head and roll over by around 3 months and by 12 mths they have a degree of mobility eg crawling, sometimes starting to walk. Babies of a few months old will grasp at objects and the ability to hold objects will develop. In 2nd yr, they will be walking, and can point & hold small objects and start to dress themselves although struggle with buttons. A typical three-year-old will be walking and running with confidence, learning toilet training, using a cup and spoon.

They will be holding a pencil and scribbling, and will have sufficient hand to eye coordination to catch and throw a ball. From 0 to 3, a child doubles in height and quadruples in weight. Bodily proportions also alter so that the baby becomes a toddler with a more balanced, adult-like appearance

Physical Between three and five years of age, children continue to grow rapidly and begin to develop fine-motor skills. By age five most children will have fairly good control of pencils, crayons, and scissors. Gross motor skills include the ability to skip and balance on one foot.

Whilst physical growth slows down between five and eight years, body proportions and motor skills become more refined, and by 7, children can ride bikes, draw in detail and dress themselves easily. They will have more co-ordinated movements & more confidence. Physical As the child gets older, they will refine skills, with hobbies & interests give more practice in some areas eg football – kicking ball. Fine motor skills will be strong enabling them to play musical instruments or sewing for example. They will start with the

onset of puberty, and begin to develop at a much quicker pace. The age at which individuals enter puberty varies.

It tends to begin earlier in girls where they may be showing signs of puberty at 10 or 11 with changing body shape. Physically, children will be growing stronger. Boys will now be starting puberty with outwards signs being voices start to break. Girls finish going through puberty with periods starting at 13 or 14. Boys and girls both show growth spurts, although on average, boys will be taller than girls Physically, children will be growing stronger. Boys will now be starting puberty with outwards signs being voices start to break. Girls finish going through puberty with periods starting at 13 or 14.

Boys and girls both show growth spurts, although on average, boys will be taller than girls communication & language From the very start, infants pay close attention to language. By 6 months, the infant will exchange sounds, facial expressions, or gestures with a parent and listen to conversations and may try to repeat some sounds Most infants start trying to speak at 12 months old. (Linguistic stage) They understand the names of familiar people and objects and show this with responsive body language and facial expressions They may a few words and will respond to a firm " no" by stopping what they are doing.

From 1st yr onwards, they start putting words together and by the age of 2 have a 200 word vocabulary, but will have errors with grammar - eg ' I drewed it' By the time they have reached 3, most children develop a spoken

vocabulary of around 1, 000 words, and they are able to use language to learn about and describe the world around them. communication & language Experiences grow and they will start to use increasing number of phrases and ask lots of questions - Past and future tenses are used.

By age five, a child's vocabulary will grow to approximately 1, 500 words. Five-year-olds are also able to produce five-to seven-word sentences, learn to use the past tense, and tell familiar stories using pictures as cues. They are emergent readers. They can name and recognize some letters and sounds. They often " read" by repeating and may have memorized a favorite book. At seven, children have a basic understanding of less concrete concepts like time and money, but will still reason in concrete ways and have difficulty understanding abstract ideas.

Speech is fluent, with descriptive language and vocabulary increasing to 5000 words. They will recognise new words and ask the meaning of them. communication & language Most will be fluent speakers, with good skills at reading and writing. They are able to discuss and think about their own ideas in abstract terms. Whilst they will all develop skills at different rates, after the age of 8, children will usually be able to use long and complex sentences and understand other points of view. They can understand comparative words e. . ' it was earlier than yesterday' and give reasons and explain choices. They have confidence to start conversations with adults and children they don't know. communication & language At this age, children will be using longer sentences; usually 7-12 words or more. They will use sarcasm, and know when others are being sarcastic back at them. They will

be able to change topic well in conversations and use more subtle and witty humour, together with having an understanding of idioms, such as “ put your money where your mouth is! Children will realise that they talk differently to friends than to adults, and use and understand slang terms with friends CYP

3. 1 1. 2 - The difference between Sequence of Development and Rate of Development - Why is this important. Piaget’s Theory of Cognitive

Development said that children go through specific stages as their intellect and ability to see relationships matures. These stages are completed in a fixed order with all children, although the age range can vary. Every child is unique and will develop at different rates.

They will however, usually follow the same pattern or sequence of development although they may get to each milestone at an earlier or later time than their peers. The rate of development is measured in milestones of when - on average, a child may be expected to reach a certain stage. If a child’s rate of development is very different from their peers (eg puberty can begin over a range of 3 or 4 years age difference in some children), they may be treated differently by them, it can affect emotions and have an impact on social development.