



TDA 2.1: Childhood Development Revise Easy.com

Areas of development	Description	Examples	Give other examples
Physical	Fine motors skills (development of small muscles) Gross motor skills (development of large muscles)	Threading beads Colouring with crayons	
Intellectual	Thinking and problem solving skills	Counting Writing Puzzles Understands rules	
Language / Communication	Learning to speak Using symbols to communicate	Learning new vocabulary. Asking questions	
Emotional	Confidence Self-esteem Expression of feelings	Cries when toy is snatched	
Social	Interacting with other children and adults	Making friends Taking turns Shares toys	



TIME LINE

Age	Stage of development	
3 months	Sleep through the night. Recognise sound of carer's voice. Lift and turn head when placed on tummy.	Play with fingers. Smile.
6 months	Sit with support. Roll over Explore objects.	Smile and make squealing noises. Turns head to see what is happening. Enjoys simple games.
1 year	Feed themselves using fingers. Stand up holding on to furniture. Point at objects.	Enjoys picking up objects. Babbles tunefully.
2 years	Enjoys running and climbing. Enjoys singing and dancing. Talks aloud.	Begin to notice other children. Likes to be near other children. Show anger and frustration.
3 years	Shares toys and plays with others. Begin to understand needs of others. Able to walk up stairs using alternate feet.	Can express feelings. Able to use the toilet.
4 years	Speaks fluently. Enjoys talking and asking questions. Independent in feeding and dressing.	Enjoys being with others. Enjoys riding and climbing. Begin to plan games.
5 - 6 years	Reads and writes. Kick and catch a ball. Enjoys making friends.	Keen to learn and use rules. Enjoys swimming and dancing
7 - 9 years	Understands rules and consequences. Enjoys stories and role play. Enjoys chatting and making up games	Enjoys silent reading alone. Able to negotiate. Makes model independently.
9 – 11 years	Good coordination of fine and large movements. Can produce imaginative stories. Some early signs of puberty may show.	Use grammar correctly. Communicates confidently.
11 – 13 years	Begin to question rules and push boundaries. Aware of roles of boys and girls. May demonstrate anxiety with school pressure. Friendship becomes important. Growth and changes to body as puberty begins.	
13 – 16 years	Shows high level of skills e.g. using computer. May experiment with identity e.g. piercings, clothes and haircuts. Engage in behaviour such as smoking or drug taking Want responsibility such as caring for others.	
16 – 19 years	Has many friends and enjoys social activities. Physical maturation complete. May show interest in having a romantic relationship. May show concern about the future and be indecisive.	



Factors influencing children’s development

Factors	Examples	Physical	Social, Communication and Emotional	Intellectual
Poverty	<p>Living in damp housing conditions</p> <p>Low income</p>	<p>May cause respiratory conditions such as bronchitis and chest infections. As a result children may not be able to engage in physical activity hence hindering gross motor skill development.</p> <p>Having less money to spend on healthy eating can affect children’s physical growth.</p>	<p>Children who have delay in physical development may lack self-esteem and confidence which in turn will affect their ability to interact with their peers.</p> <p>Not being able to go out or buy the same things as their friends can make them feel depressed or left out.</p> <p>May find it difficult to make friends or keep them if they cannot afford to go out.</p>	<p>Children with illnesses may often miss school which will affect their learning and achievement.</p> <p>May not have a computer or afford books which may delay learning.</p>
Disability	<p>Children confined to a wheel chair</p>	<p>Depending on the severity children may not be able to engage in physical activities which will affect the development of gross and fine motor skills</p>	<p>If disabled children not accepted by their peers or excluded from doing things may make them feel angry or upset.</p>	<p>Physically disabled children’s intellectual ability is not affected.</p> <p>Some attend special school and others attend mainstream school.</p>
Culture	<p>For religious or ethnical reasons, girls are not allowed to continue education or work after leaving school or participate in sports such as swimming.</p>	<p>Not engaging in physical activity may hinder development of gross motor skills.</p>	<p>Not being able to do the same things as their friends can make them feel unhappy or sad.</p> <p>Low self-esteem may also be experienced.</p> <p>Not able to go out to parties and socialise. Not have the opportunity to communicate or interact with other people in society.</p>	<p>Not being able to continue with their education means they may not acquire the necessary qualifications to work in the future.</p>

Transitions

Transitions refer to changes children go through from one state or situation to another. For example, by the age of 5, a child will move from nursery to reception class in school.

The table below outlines the usual transitions most children go through. The second table shows the transitions that some children go through and how it affects them.

Table 1



Age	Common Transitions
0 – 6 month	Milk to solids
0 – 12 months	Nappy changing to potty training
0 – 3 years	Home to nursery
4 – 5 years	Nursery to Reception class
2 – 11 years	Childhood to Puberty



Table 2: Uncommon transitions

Unusual Transitions	Effect of transition	Support available
Moving Home	Feeling anxious, feeling sad to leave behind friends.	Encourage child to keep in touch with old friends by phone or e-mail. Invite child's old friends to new home.
Separated parents	Feeling angry, withdrawal loss of appetite and not sleeping	Counselling Allow child to see the other parent often. Arrange to spend time as a family once a month.
Teenage Pregnancy	Feeling anxious, alone, scared. Tired	Doctors / clinics Sex education at school Parents talking to child offering parental support Internet advisory lines.
Can you think of any other unusual transitions children and young people may experience?	?	?

