



Early Years and Child Development



T A M E S I D E
EDUCATIONAL PSYCHOLOGY SERVICE

 **Tameside**
Metropolitan Borough

Agenda

Ages and stages of child development

Theories of child development

How this applies to learning

How to support child development

Time for reflection



Motor development

Age	Stage of Development
Birth-4 months	• Primitive reflexive movements
4 months-1 year	• Primitive reflexes inhibited by 6 months. • Muscle tone improved: less flexor tone in limbs, more extensor tone in trunk. • Better balance and postural control. • Functional movements: reaching, grasping, sitting, crawling, walking
1-2 years	• Better differentiated and more precise movements. • Improving stability and power.
2-7 years	• Maturing functional movements such as running, jumping, catching, throwing, writing. • Improving timing, order, and smoothness of actions to perform daily tasks efficiently and with better coordination.
7 years+	• Using physical skills for specific tasks in sports and work.

Visual-perceptual and fine-motor

Age	Stage of Development
6-8 weeks	• Head moves with eyes from side to side.
3 months	• Watches own hands.
3-5 months	• Can judge the depth or distance of objects. • Reaches out to pick up objects. • Has well-coordinated eye-hand movements; watches actions closely.
9 months	• Using index finger to approach objects. • Developing pincer grasp. • Exploring objects with hands and sharp visual focus.
12-15 months	• Mature grasp and release.
2 years +	• Looks carefully before doing tasks like shape matching

Speech and language

Age	Stage of Development
0-2 months	• Discomfort cries
2-4 months	• Pleasure sounds
4-9 months	• Babbling
9-12 months	• Vocalisation with meaning
12-15 months	• First words
18-30 months	• Word phrases
2 and a half to 4 years	• Develop syntax
4-6 years	• Adult syntax

Social development

Age	Child's development	Role of caregiver
0-6 weeks	• Preference for attending to people. • Recognition of caregiver's voice. • Focussed attention on faces.	• Recognising the infant as a communicator. • Showing sympathetic and expressive behaviour that keeps the child's attention.
6-8 weeks	• Smiling • Imitating facial expressions.	• Engaging in interactions with pauses to prevent over-excitement.
3 months	• Makes facial expressions that match the caregivers.	• Developing social routines.
5 months	• Increasing interest in objects. • Some refusal to look at caregivers.	• Creating games with objects to keep interaction going.
9 months	• Using eye contact to guide the parent's attention to objects.	• Following the child's focus of attention.

Age	Child's development	Role of caregiver
10 months	Wary of strangers.	- Reassure by staying close. - Model friendly interactions.
1-2 years	- Reactions to new situations largely dependent on that of the caregiver. - Anticipating parent's reactions to forbidden actions. - Protest and tantrums.	- Model appropriate behaviour. - Read together- focus on objects and actions. - Coaching with please, thank you, sorry. - Setting standards of behaviour.
2-3 years	- Understanding of responsibility. - Asking 'what 'and 'where' questions. - In stories, focus shifts from actions of characters to feelings.	- Making suggestions during play. - Consistently setting limits. - Modelling polite behaviour. - Reading together, focusing on emotions.
3-4 years	- Growing interest in social world. - Asking 'why' questions. - Talking about rules e.g. good, bad, naughty, allowed. - Adapt emotional states when engaging in pretend play.	Providing information and examples of actions of people in social interactions and stories.
4- 5 years	- Increasing understanding of rules. - Increasing understanding of the links between people's mental state and their actions.	- Supervising games and play with peers. - Supporting social understanding.

Emotional development

Age	Emotional expression	Emotional awareness	Emotional regulation
0-4 months	• Crying • Smiling • Facial expressions of distress, pleasure, disgust.	• Responds to caregiver's facial expressions.	• Self-soothing behaviour such as thumb sucking.
5-6 months	• Facial expressions of anger.	• Responds to emotions in the face and voice of caregivers.	
7-12 months	• Displays uncertainty and fear to unfamiliar people. • Facial expressions of sadness in response to separation from caregiver.	• Social referencing: checking back to carers' face and voice.	• Disengaging/avoiding attention.
2-3 years	• Displays shame and embarrassment. • Shows empathy. • Uses emotion words.	• Able to interpret and label others' emotions.	• Information seeking e.g. social referencing.
4-5 years	• Express complex emotions. • Uses emotions to negotiate interactions/	• Good understanding of causes and consequences of emotions.	• Hiding emotions and expressing socially appropriate emotions.

Attachment

Age	Orientation towards a care-giver
Birth onwards	• Showing a preference for one person.
5 months onwards	• Seeking closeness and protesting separation.
7-9 months onwards	• Able to wait if they understand the reason.
Third and fourth year	• Able to understand caregiver's plan or motivation.
Fourth year onwards	• Relationships based on abstract concepts such as affection and trust.

How do children learn?



Piaget's Cognitive
Development Theory



Vygotsky's
Sociocultural Theory

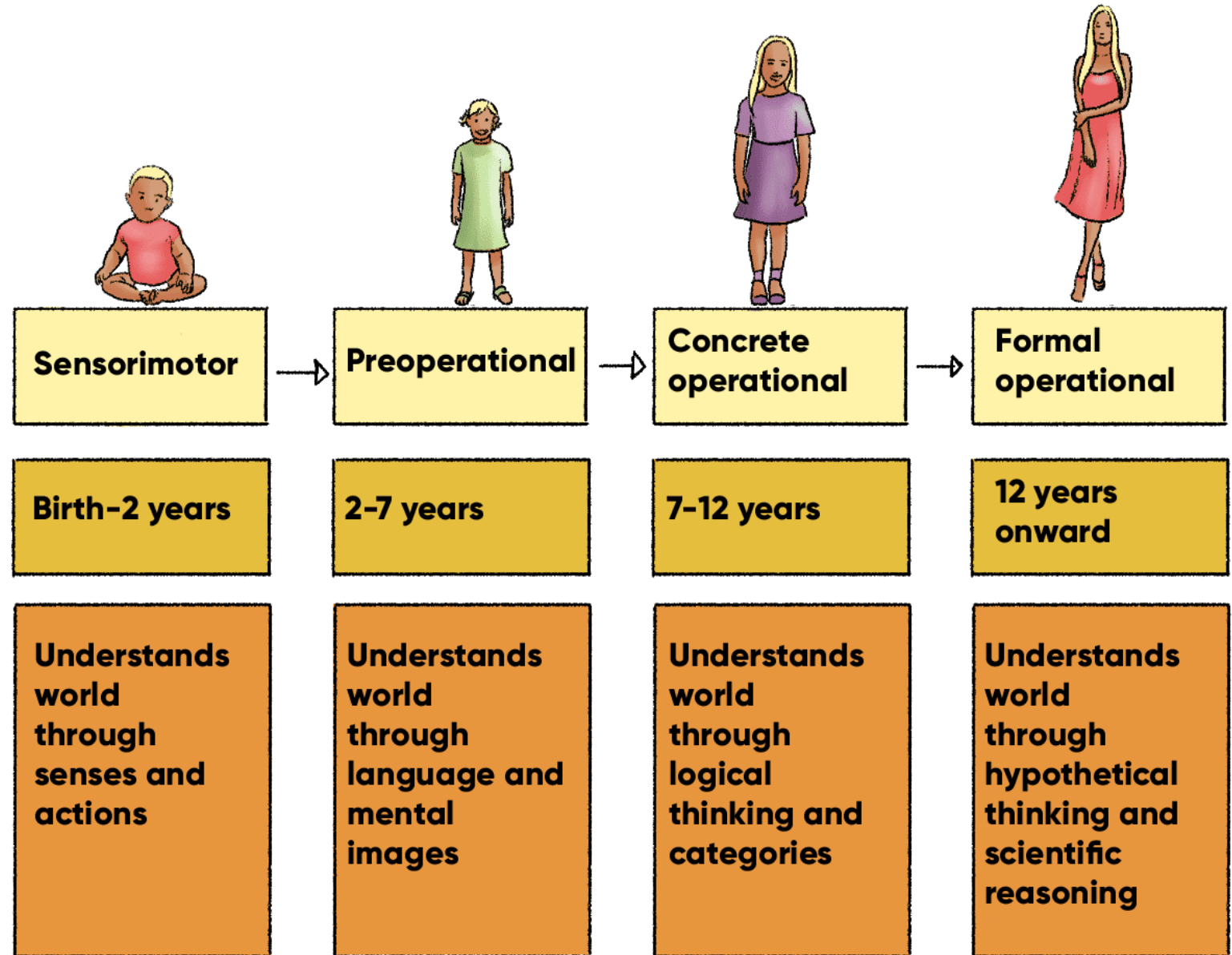


Bronfenbrenner's
Ecological Systems
Theory

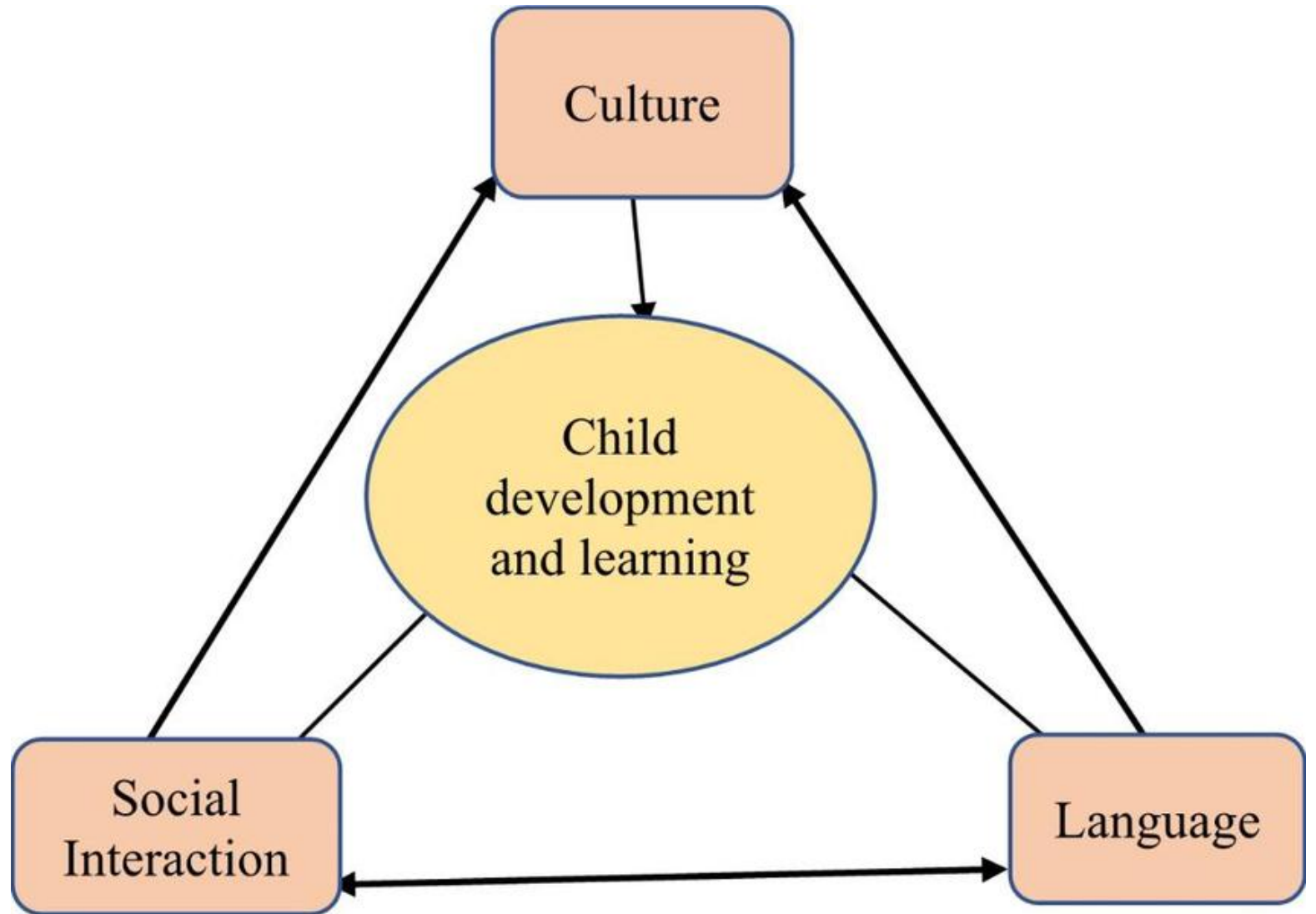


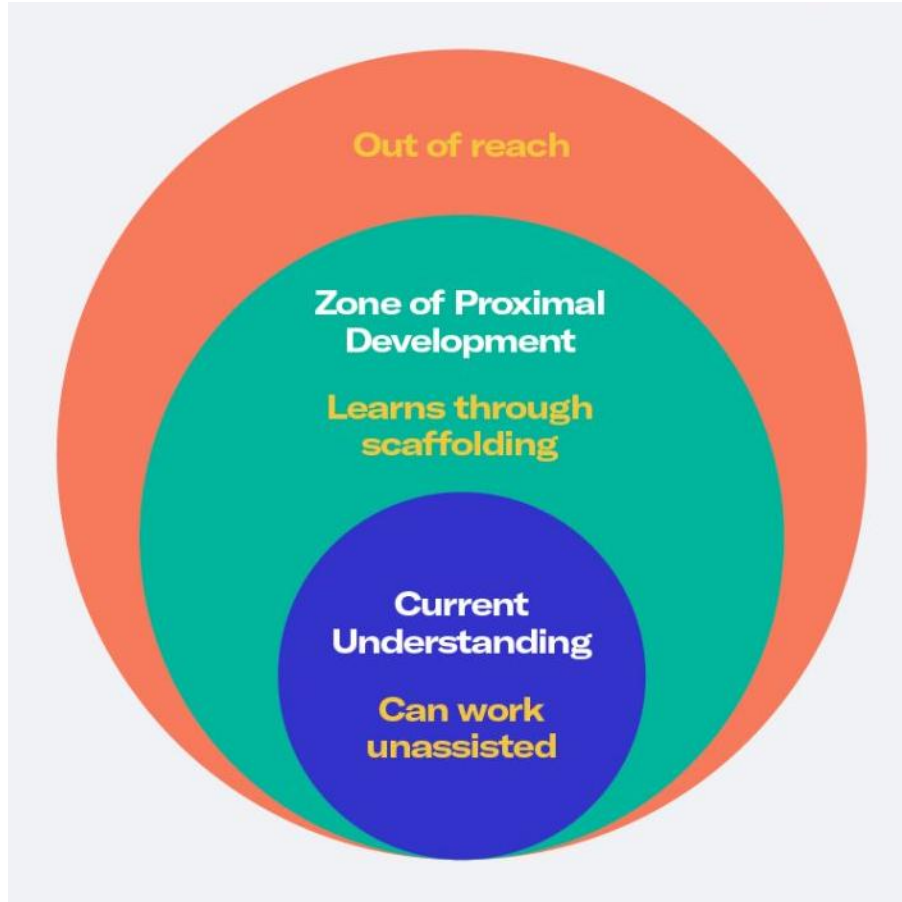
Bandura's Social
Learning Theory

Piaget's Cognitive Development Theory

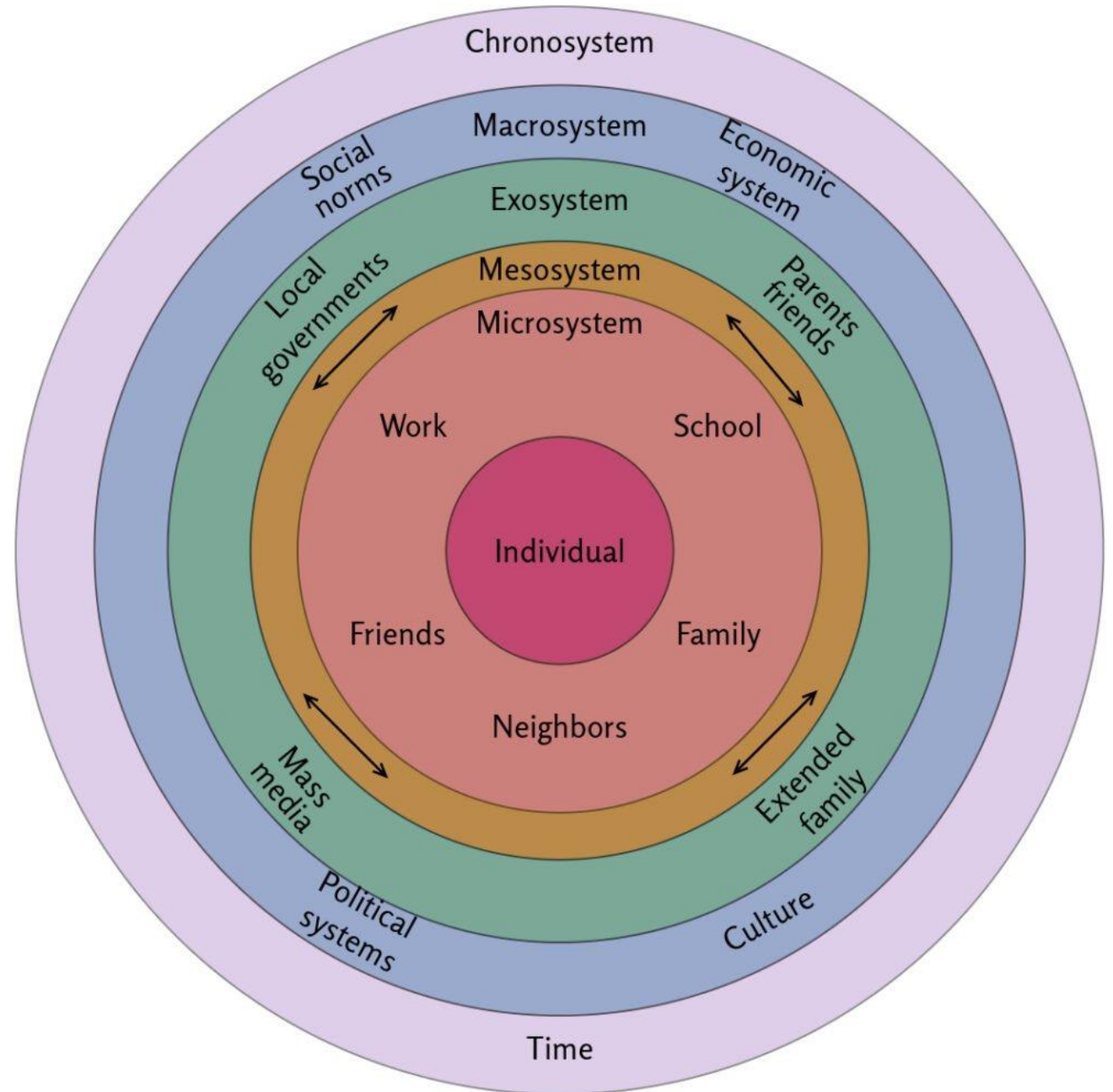


Vygotsky's Sociocultural Theory



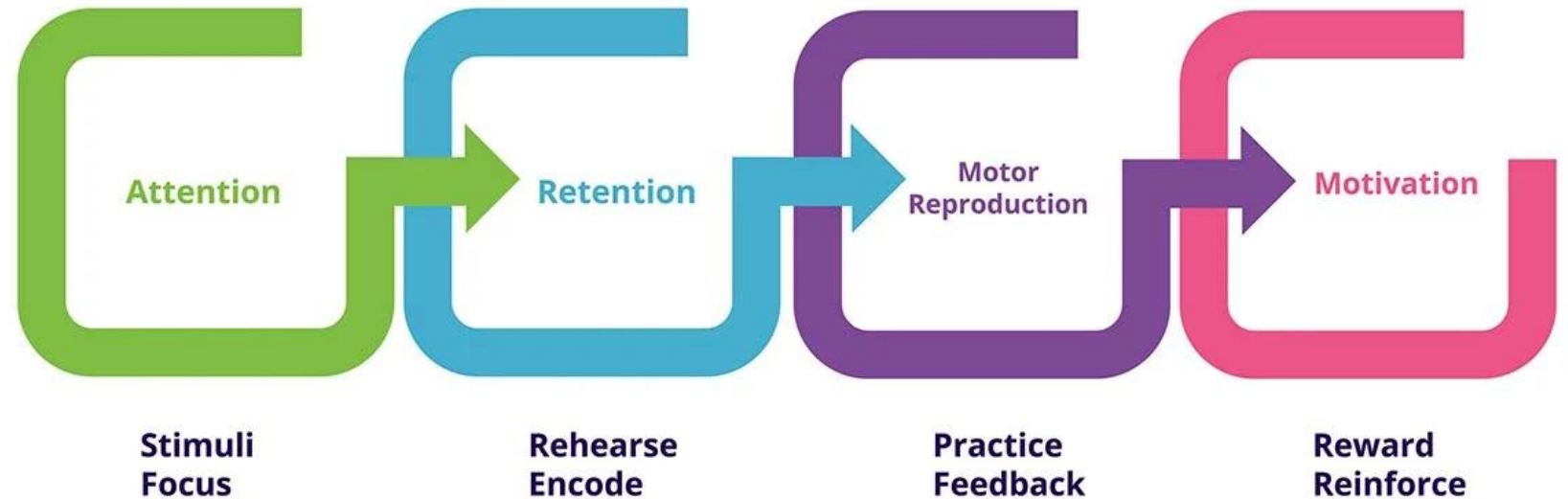


Ecological Systems Theory



Bandura's Social Learning Theory

Social Learning Theory



Bandura – Bobo doll



Activities to support development

Physical	Cognitive	Emotional	Social
0-6 months: Tummy time. 6-12 months: Help babies to stand while holding onto furniture to build leg strength. 1-2 years: use toys that can be pushed or pulled to develop walking skills. 2-3 years: play music and dance together to develop rhythm and motor skills. 3-5 years: Draw a hopscotch grid with chalk and teach your child to hop on one foot.	0-6 months: Show books with high-contrast images. 6-12 months: Play peek-a-boo to teach object permanence. 1-2 years: Encourage stacking and knocking down blocks to understand cause and effect. 2-3 years: Count objects around the house to introduce basic math concepts. 3-5 years: Create stories together to stimulate imagination and language skills.	0-6 months: Make different facial expressions and see if your baby mimics them. 6-12 months: Establish calming bedtime routines to provide emotional security. 1-2 years: Use dolls/teddies to act out different scenarios and emotions. 2-3 years: Act out different emotions and have the child guess what they are. 3-5 years: Practice simple breathing exercises or quiet time.	0-6 months: Spend time making eye contact and talking. 6-12 months: Include your baby in family activities to expose them to social settings. 1-2 years: Play games that involve taking turns and sharing. 2-3 years: Engage in pretend play scenarios to develop social understanding. 3-5 years: Eat together as a family to promote communication.

Interaction style



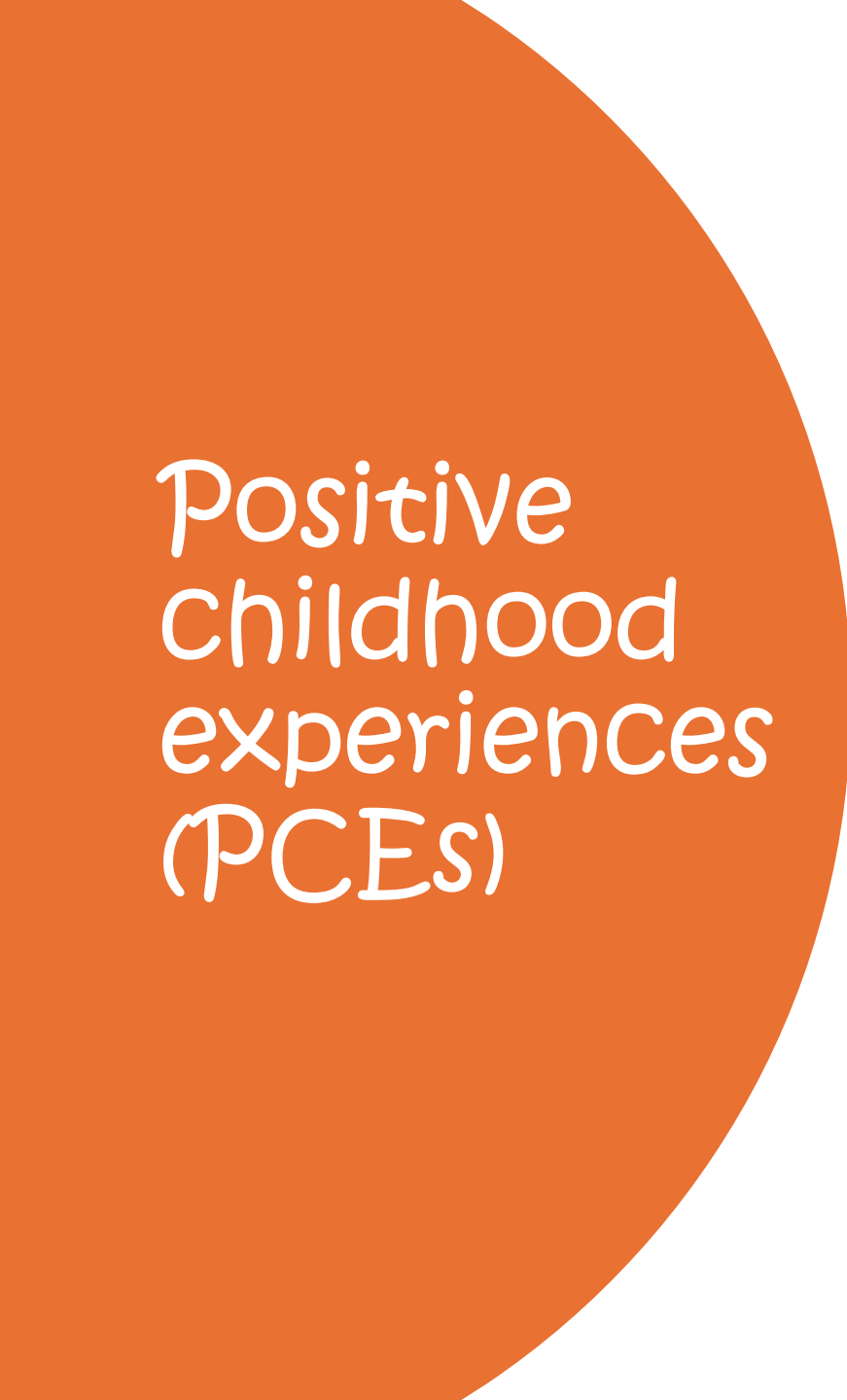
Understanding 'childish'

Childish	Possible meaning in English
No. I don't want to. I won't do it. You can't make me.	I'm not sure what you want and I'm too embarrassed to ask. I know what you want but it seems too hard and I feel I may fail. I'm worried or scared about doing it. I really don't want to do this because I am tired/hungry/have other things I want to do.
It's boring.	It's difficult and I'm not sure I can do it. I don't see the point of it. It is not 'cool' – my friends may look down on me. I don't like it.
It's not fair.	I don't like it. Someone else is having something that I feel should be mine. You promised this to me and now you are not keeping your promise.
You are so mean.	I'm frustrated with you because you are stopping me from doing what I want. I feel that you are winning and I'm losing.
I hate you.	I'm so furious that I don't know what to do or say. I feel humiliated.
I don't love you anymore!	I am so frustrated, confused and unhappy and I don't know what to do or say anymore. I need you to love me whatever I do.

Adverse childhood experiences (ACEs)

Adverse childhood experiences (ACEs) that can significantly impact a child's development. Some examples include:

- Abuse: physical, emotional, or sexual abuse by caregivers or others.
- Neglect: lack of basic needs such as food, shelter, and emotional support.
- Household dysfunction: living with family members who have substance abuse issues, mental illness, or are incarcerated.
- Witnessing violence: exposure to domestic violence or community violence.
- Parental separation: experiencing the trauma of being separated from biological parents.

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Positive childhood experiences (PCEs)

PCEs drive healthy development and mitigate the long-term effects of adverse childhood experiences (ACEs).

Research shows that these experiences:

- Promote children's long-term health and wellbeing
- Enable children to form strong relationships and meaningful connections
- Cultivate positive self-image and self-worth
- Provide a sense of belonging
- Build skills to cope with stress in healthy ways

Even for children with several adverse childhood experiences, having positive experiences can reduce negative outcomes.

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Mitigating ACEs with PCEs

- Providing a consistent, safe, and nurturing home where children feel secure and valued.
- Engage in activities that promote bonding, such as reading together, playing, and physical affection.
- Building strong relationships.
- Model/teach coping skills and resilience through activities that build confidence and self-esteem.
- Ensure continuity in education and supporting academic achievement.
- Engage children in hobbies, sports, and creative activities that promote joy and personal growth.
- Establish predictable daily routines can provide a sense of stability and safety, which is crucial for young children.

Time for reflection



How has the content of today's session resonated with you?



Do you have any comments on specific strategies or approaches that you find helpful?



What is one thing you will take away?