

TOY STORY



Online Learning - Term 3

Name: _____

Growth



Growth is defined as a gradual development in maturity, age, size, weight or height.

Development



Refers to the sequence of physical, language, thought and emotional change that occur in a child from birth to the —beginning of adulthood.

Developmental Play

There are 4 types of developmental play that children will continue to develop throughout their lives.

It is important that all 4 of these factors continue to evolve over their lives to ensure their future learning experiences are significant and successful.

These 4 types of developmental play are:

1. Physical Development
2. Social-Emotional Development
3. Cognitive Development
4. Language Development

Physical Development

*Physical development involves **senses** and **movement skills**, such as gross motor and fine motor.*

Learning Through our Senses

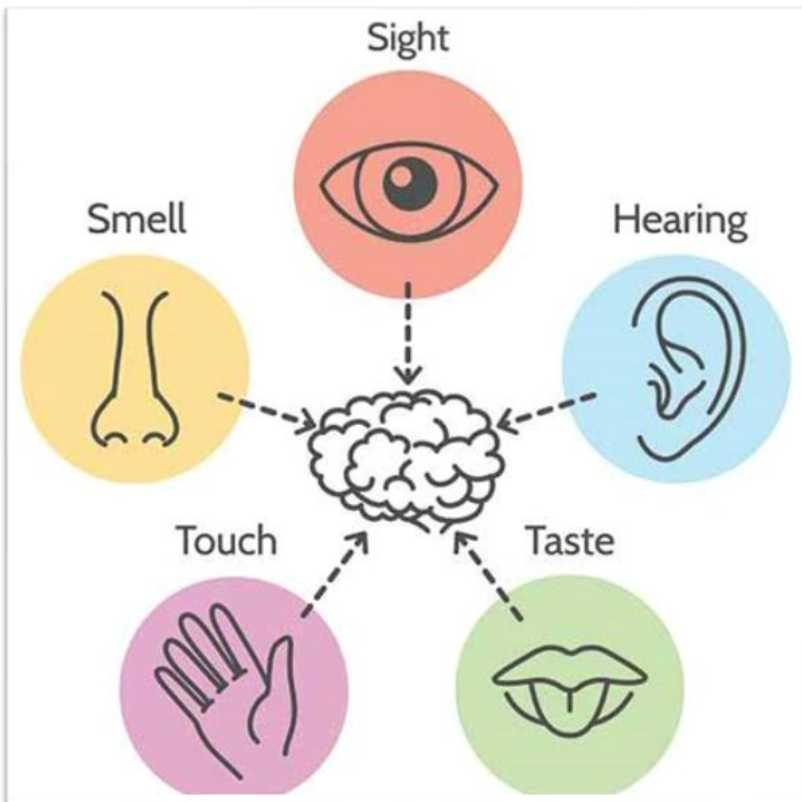
During the first two years a baby learns by information coming through their senses.

Babies are exposed to a range of stimuli that help them learn and discover the world.

To learn about life, babies must have stimulation. When they are awake, they need things to satisfy their natural curiosity.

Babies like stimulation which is:

- Visual (sight)
- Auditory (hearing)
- Tactile (touch)



Sensory Stimulation

Think about some examples of stimulation suitable for very young children.

Fill in the table with examples for each type. An example for each one has been included for you

Visual	Auditory	Tactile
E.g. Colourful Toys	E.g. Music	E.g. Hugs

Sensory Experiences

Look at the photographs below and highlight the main sensory experience that is being developed.



Touch Taste

Smell

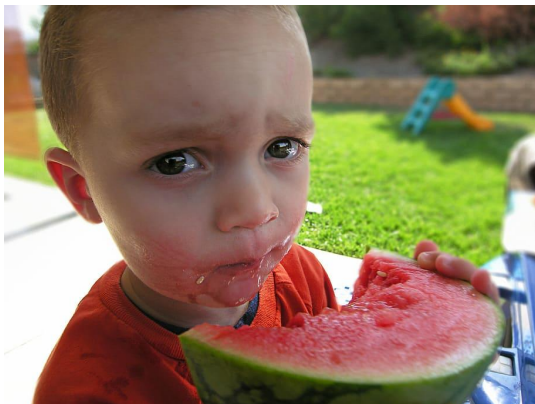
Hearing Sight



Touch Taste

Smell

Hearing Sight



Touch Taste

Smell

Hearing Sight

Sensory Experiences



Touch Taste
Smell
Hearing Sight



Touch Taste
Smell
Hearing Sight

Gross Motor Development



Gross motor development is the development of control of the **large muscles of the body.**

For Example:

- Muscles of the stomach, neck, chest and back.
 - For skills such as sitting and bending.
- Muscles of the legs
 - For the skills of standing, walking, running and skipping
- Muscles of the arms, chest and shoulders.
 - For skills such as swinging arms, carrying large objects and throwing.

YOUR CHILD'S TIMELINE OF GROSS MOTOR DEVELOPMENT

Approx Age of Onset
(months)

Gross Motor Skill

1-2	Holds head up and steady	
2-3	Holds up head and chest with arms during tummy time	
2-3	Sits with support	
3-4	Rolls from tummy to back	
6-7	Rolls from back to tummy	
6-8	Sits without support	
8-9	Pulls toward standing position	
9	Crawls	
9-10	Walks with support (holding hands)	
11-12	Stands without support	
12-13	Walks without support	

Goopy
Brains

www.goeybrains.com

Adapted from "What's Going On in There?" - Lise Eliot 2000

Fine Motor Development

Fine motor development is the development of control of the **small muscles in the body.**



For Example:

- Muscles of the hands and fingers
 - For skills such as picking up and placing objects, writing & drawing
- Muscles of the face
 - For movements such as smiling and focusing the eyes.
- Eye/hand coordination
 - E.g. being able to reach out and grasp a hanging object
- Eye/foot coordination
 - E.g. being able to purposefully kick a hanging object
 - Or, in the case of an older child, drop a ball and kick it

YOUR CHILD'S TIMELINE OF FINE MOTOR DEVELOPMENT

Approx Age of Onset (months)	Fine Motor Skill
0	Reflexes such as grasping
1-3	Reaching (ineffective)
3	Grasping
4-5	Reach and grasp
6-7	Control of reach and grasp
9	Pincer grasp
10	Clasps hands
12-14	Releases objects crudely
18	Controlled release



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Adapted from "What's Going On in There?" - Lise Eliot 2000

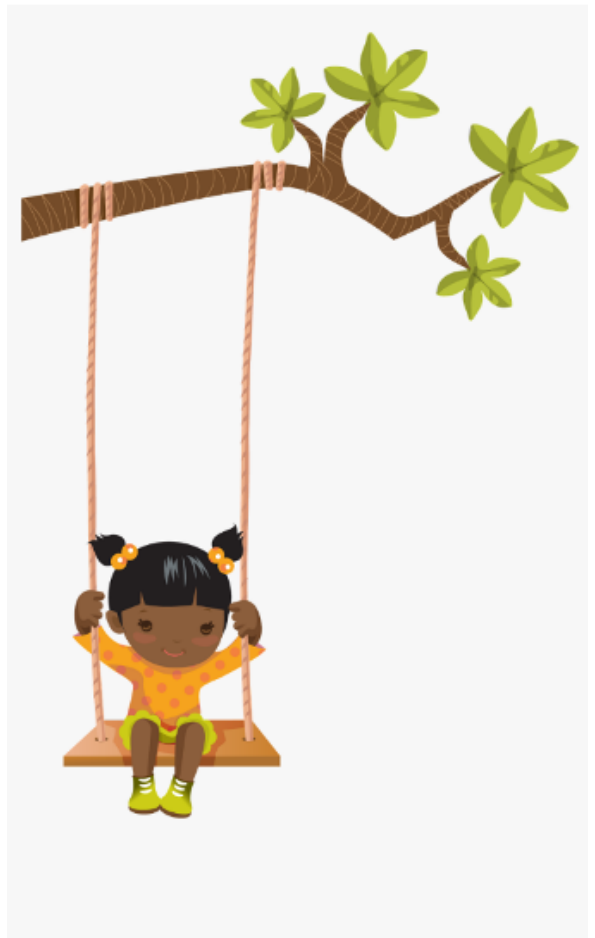
Gross Motor Development vs. Fine Motor Development

	Putting together a puzzle
	Running
	Climbing
	Stringing large beads
	Places rings over spindles.
	Picks up a large box.
	Builds a tower of three blocks.
	Fits shapes into same-shaped holes.
	Scribbles
	Pushes a wagon
	Pulls a toy with wheels.
	Turn on a water tap.
	Hammers on a block.
	Turn on the television.
	Go down a slide.
	Take off socks.
	Wades in a pool.
	Turn pages in a book.
	Picks up raisins
	Plays hide and seek

Learn how each of the toys or activities below can help children's motor development by placing a

G for **gross motor development** activities, and

F for **finer motor development** activities.



Factors Influencing Physical Growth and Motor Development

There are a variety of factors that influence physical development and contribute to this individually.

These include:

- Nutrition
- Practice
- Genetics
- Environment
- Exercise
- Culture

Nutrition



- Parents need to promote healthy eating habits and teach their child how to make good food choices.
- Eating junk food too often can lead to obesity , diabetes and tooth decay.
- The food that children eat depends on factors such as the parents' knowledge; family income, culture and lifestyle.



Practice

- Children learn many physical skills – both gross motor and fine motor – as a result of practice.
- Repetition of activities is important in learning and mastering skills. This can be provided with games and toys.

Genetics

Sometime babies inherit certain genes and physical traits from their parents that can cause delays in physical development.



Environment

Children who grow up in safe, loving homes, with opportunities to interact and form relationships in the family and beyond, will grow and develop more normally.



Exercise



- Exercise promotes healthy physical development.
- Children who are encouraged to be active will have better fitness and improved development.
- Family members can model good exercise like playing ball and riding a bike.



Culture

- Typically, Australian children sit at six months and walk at around 12 months. However in other cultures of the world, the time frame for development can differ.
- For example: African children usually walk well before 12 months old. The differences between cultures can be due to climate, housing and diet.

Social - emotional Development

*Social-emotional development
involves socialisation, interaction
and relationships.*

Positive Relationships

The very first relationships that are formed in a young child's life are those which exist between his mother, father and siblings.

These people are the most influential in that child's social and emotional development. It is vital that children develop close bonds and attachments to their family members for healthy and stable emotional wellbeing.

What are some situations and activities that would develop strong relationships between the child and significant people?

Mother

Father

Sibling/s



Observing and Exploring

Throughout the learning process, children observe and interact with children, adults and animals.

Babies and children learn from what they see, hear, taste, smell and touch in their environment.

Learning Through Imitation



A child's learning is enhanced by opportunities to *imitate, mimic and explore* a rich and exciting environment.

They learn by observing others and by imitating the behaviours they see.

- E.g. A child will copy a parent watering the plants, sweeping the floor or talking on the phone.

Can you make a list of activities/games where children learn by imitation?

●

●

●

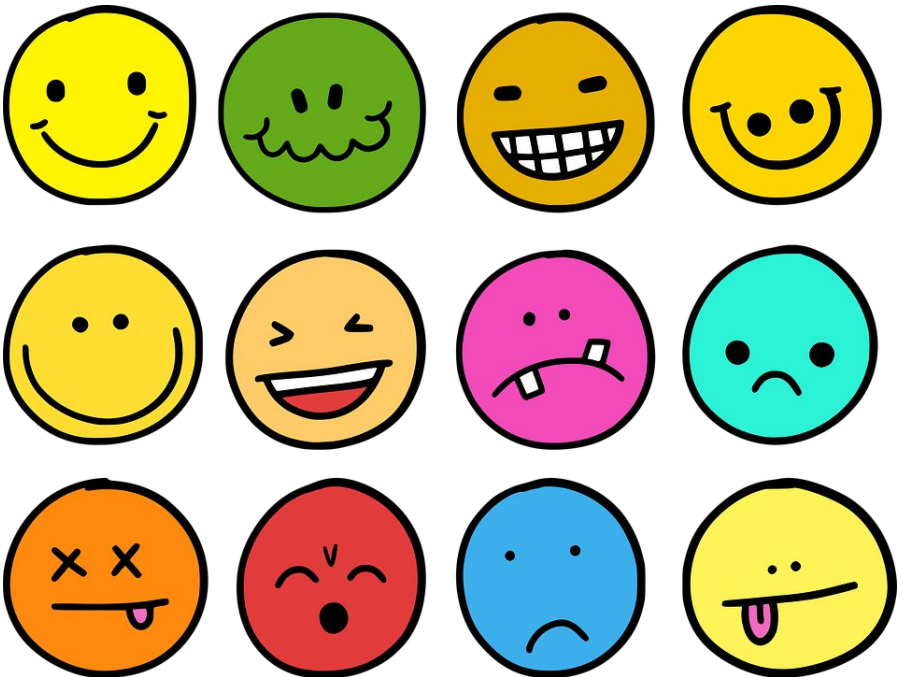
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Emotions



Young children are not afraid to express their emotions and feelings. Very young children often use crying.

This is non-verbal communication.

It is important that children can represent and recognise emotions in order to communicate and express themselves.

Recognising Emotions

Match the emotions in the word bank below with the correct image.

Write the number of the emotion next to its matching definition.

	confused		scared		worried
	nervous		embarrassed		sleepy
	happy		sad		cold
	hot		sick		angry
	shocked		surprised		excited



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.



15.

Cognitive Development

Cognitive development involves basic thinking skills, reasoning and problem-solving skills and understanding how the world works.

Cognitive Development



As a child's mental abilities develop, the understanding of the world changes.

These skills are used to increase our knowledge and understanding of the world.

What are some cognitive skills that children can develop through experiences?

Write a list in your workbook, some have been added for you.

- *Understanding*
- Empathy
- Problem solving

Television Shows & Cognitive Development

Educational TV programs are carefully designed to foster cognitive skills in children such as:

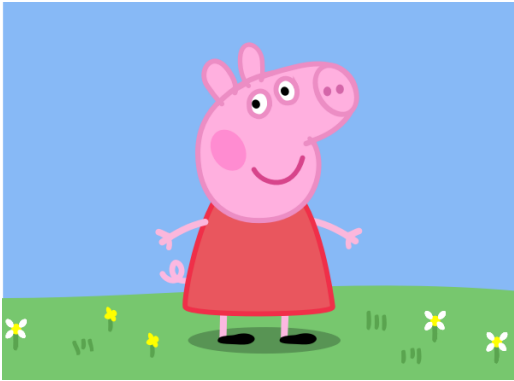
- Recognising
- Discriminating numbers and letters
- Counting
- Ordering
- Classifying objects
- Solving simple problems



Watch the following episode of Peppa Pig and answer the following questions

https://www.youtube.com/watch?v=1ckFNhl9F5Y&feature=emb_logo

TV & Cognitive Development



1. What is a museum?

.....
.....

2. Name **two** things Peppa and George saw at the museum?

- 1.
- 2.

3. What did Peppa learn about Kings and Queens at the museum?

.....
.....
.....

4. What was George's favourite aspect of the museum?

.....
.....
.....

TV & Cognitive Development

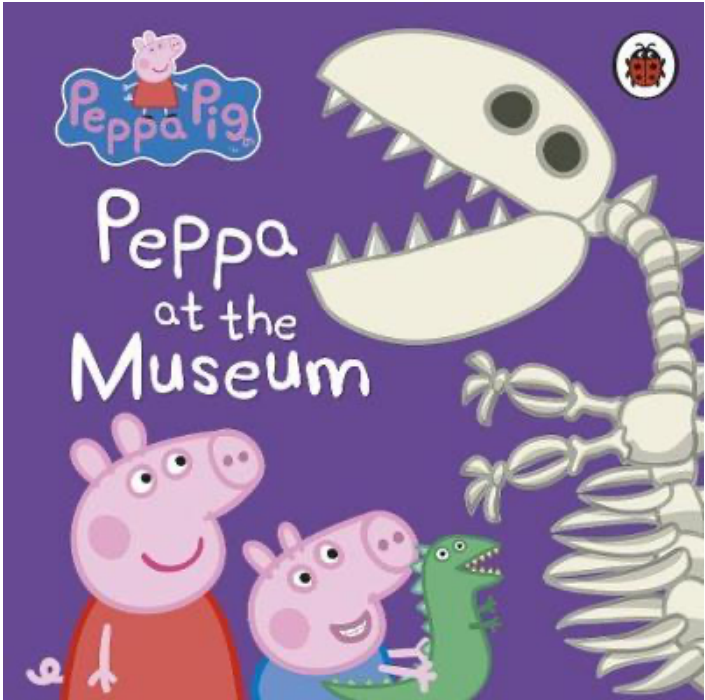


5. How is this episode educational for a preschool student?

.....
.....
.....

6. Name 3 other children's shows that promote education for young children

- 1.
- 2.
- 3.



Language Development

Language development involves more than being able to talk, it focuses on communication skills.

Language Development

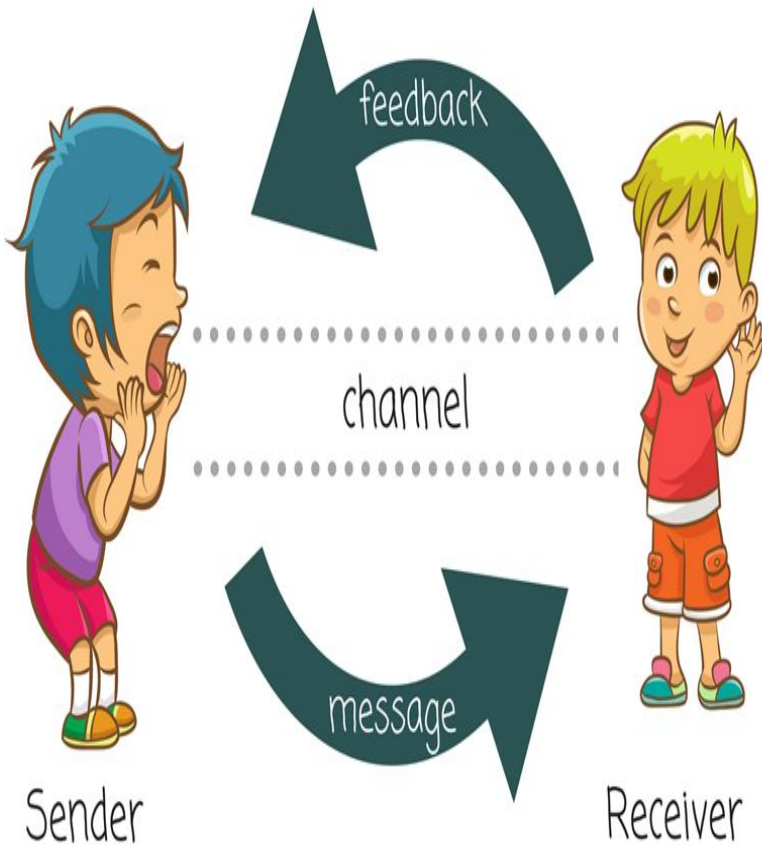
Children can develop their language through: listening, reading, writing, drawing and singing.

What are some language skills that children need to develop?

-
-
-
-
-
-
-
-
-
-



Communication



- Communication is a process where messages are exchanged between a sender and receiver.
- Effective communication occurs when the receiver and sender share a common understanding of the language used in the messages.

Why is effective communication important?

Developmental Play - Summary

Physical Development

Involves senses and movement skills, such as gross motor (walking, running, skipping, jumping) and fine motor (gripping, colouring in, tracing, stacking objects)

Social-emotional Development

Involves socialisation, interaction and relationships. (e.g. learning manners, forming friendships, understanding and expressing feelings, developing empathy).

Cognitive Development

Involves basic thinking skills (e.g. alphabet, colours, shapes and numbers), reasoning and problem-solving skills and understanding how the world works.

Language Development

Involves communication skills (e.g. responding to directions, asking and answering questions, expressing wants and needs).

Examples of Play:

- Hopscotch
- Throwing and kicking a ball
- Waving a ribbon to the rhythm of music
- Building sandcastles
- Navigating an obstacle course
- Climbing on a playground
- Blowing bubbles
- Painting - with fingers or brushes
- Stringing necklaces with dried pasta or beads

Examples of Play:

- Playing house, police, hospitals or shops
- Dressing up and acting as someone else, such as pirates or fairies.
- Talking on the phone to others
- Board games such as Pictionary and Guess Who
- Having friends over to play at their house

Examples of Play:

- Sorting games, like blocks and cards
- Sculpting with playdough or clay
- Jigsaw puzzles
- Board games, such as Snakes and Ladders
- Memory and matching games, such as Go Fish or Snap
- I-Spy

Examples of Play:

- Sharing and making up silly songs, rhymes and jokes
- Puppet shows telling familiar stories
- Talking on the phone to others
- Board games such as Pictionary and Guess Who
- I-Spy