

## BECTA screen text

### Child Development 5 - 7 Years

This unit will look at the typical development of a child between the ages of 5 to 7 years.

This will enable you to:

- Learn about children at their different stages of growth and development.
- Identify effective foundations for caring in different circumstances.
- Develop an understanding of the:
  - o emotional,
  - o social,
  - o physical
  - o intellectual and;
  - o linguistic development of children at different ages and stages.

Select forward to begin.

---

### Skills Development Gauge

Skills Development Gauge:

- Identifies how effective activities are in developing 6 key skills:
  - o Emotional Skills.
  - o Social Skills.
  - o Physical Skills
  - o Intellectual Skills.
  - o Linguistic or language skills.

Select the Skills Development Gauge now, to find out how it works.

When you have finished, select forward.

**School***(Teacher text)*

Most children:

- Attending school by fifth birthday.
- Significant pre-school involvement with nursery or nursery school.

Key challenges are to:

- Develop independence.
- Socialize primarily with their same age peers.
- Build new relationships independent of family and immediate neighbourhood.

The pattern of social interaction at school may be very different than the home setting.

Select the teacher to investigate this, before selecting forward.

Patterns of Social Interaction.

Some boys, particularly from some minority groups, are given a more important status at home in comparison with their sisters. This would not apply in school.

**Learning in School***(More button text)*

Learning in school:

- Structured.
- Requiring longer and longer attention spans.

Communication skills:

- Have to become more sophisticated to take and carry instructions out correctly
- To imitate and to initiate creative work.

Social skills:

- Need to be robust to cope with routines and discipline.
- Children bask in praise or positive feedback.
- Accepting criticism is difficult aspect of school life.

Select the More button before selecting forward to continue.

The main priority of the Foundation Stage and Key Stage 1 is literacy; that covers reading, writing, spelling, and numeracy. The main strategy for teaching reading and spelling is phonics, which is based on the sound recognition of letters and this has generated improvements in Key Stage 1 results. 38,000 primary school teachers were trained on the teaching of phonics. OFSTED has recognized an improvement in the delivery of literacy at Key Stage 1. Good literacy skills means that there is greater and easier access to the rest of the curriculum for 5 – 7 year olds

## Pace of Learning

Classes include children with:

- Range of abilities.
- English as second language.

Teachers with mixed ability groups can adopt a number of strategies.

Select each item in turn to find out more.

### *(Sets text)*

Putting children in sets, or on tables, with similar level children for some subjects including project work.

### *(Support text)*

Using classroom assistants and parent volunteers to support children who require additional help to cope with the teaching content of whole class teaching.

### *(Differentiation text)*

Differentiating the teaching materials for different levels.

### *(Chunking text)*

Planning the material in small bite sized chunks to ensure that all children cover the essential material, and the most able children can have their learning extended.

### *(Tracking text)*

Carefully tracking each child's progress and keeping detailed records of achievement.

### *(Communication text)*

The pace of group learning may not suit all children, some may be bored and under-stimulated while others struggle to catch up. Good communication between school and children's primarily carers is essential so that early patterns of achievement are identified

## Home Time

Children will require help in planning the time they have after school. Some children:

- Will find school draining and need some recovery time.
- Will have bags of energy.

Parents might arrange:

- After school clubs to take them until the working day finishes.
- Range of activities.

There will be clear differences between:

- Children of working and non-working parents.
- Those with access to a car and those without.

Select forward to continue.

---

## Language Development

Language development is extensive and will include:

- Sophisticated games.
- Interact with music and musical instruments.
- Enjoying dialogue in stories and songs.

Select the Stories and Joke buttons to hear an example, before selecting forward to continue.

*(‘Look’ post-it text)*

Assumptions about the opportunities available for children must not be made without careful and confidential questioning.

## Interests and Hobbies

Children become more interested in world around them:

- Pick up hobbies and interests:
  - o Collecting the latest craze.
  - o Supporting a football team.
  - o Junior clubs.
  - o Participative sports.
- Social contacts and peer groups will influence pattern of interests.

Select forward to continue.

---

## Social Activities

*(More Text)*

Between 5 and 7:

- Children's' social lives will expand enormously.
- As they increase social circle:
  - o Birthday parties.
  - o Outings
  - o Sleepovers
  - o Family and neighbourhood events.

Affluent households will cope with this social round much more effectively than lone parents or children on a tight budget. The attention to these important social matters may be even more challenging for children looked after in a foster or care settings.

Select the More button, before selecting forward to continue.

**Exploration**

Select each flashing speech bubble in turn.

(father's speech bubble 1)

Children between five and seven really need the opportunity to access more space. Space to explore the environment in parks, beaches and woods, with plenty of space to play and run around in.

(mother's speech bubble 2)

They can also participate effectively in shopping trips and select the clothes they want to wear. What is nice is that they can interrelate with the external environment to learn at museums or galleries, be entertained at cinemas, theatres and other events.

(father's speech bubble 3)

They will also learn through appropriate "work" perhaps helping grandparents or carers in the garden or washing a car.

(mother's speech bubble 4)

I think that this can only help to develop them socially and intellectually.

(instruction for bottom of screen) When finished, select More, before selecting forward to view printable child development charts for the 5 to 7 year old child.

*(More text)*

Children in poor accommodation, high rise or cramped inner city dwellings sometimes lack these amenities to develop themselves. They may have more vicarious experiences through television and other media, and be more passive than active.

---

**Child Development Chart**

Select the Child Development button to view printable Child Development chart for the 5 to 7 year old child.

When you have finished, select forward to summarise your learning.

## Child Development Chart 5-7 Years

Years	5 years	6 years	7 years
<b>Emotional Skills</b>	The ability to tolerate separation from the family is extended. [1]	Growing independence from family for social activities. [6]	
<b>Intellectual Skills</b>	Development of curiosity. [2]	Development of the imagination and wit. [7]	
<b>Social Skills</b>	Collaborative play is enhanced. [3]	Widening social group and activities. [8]	
<b>Physical Skills</b>	Better control. [4]	The ability to learn complex physical skills. [9]	
<b>Linguistic</b>	Ability to memorise rhymes and songs. [5]	Extension of vocabulary. [10]	

[1] Will happily play apart from carer for long periods. Friendships are built around playmates and gender related social groups established. Full range of emotions develop.

[2] Growing awareness of the world outside home and use of the dreaded "Why?" question. Ability to absorb and to adjust to new scenarios and situations.

[3] Actively collaborates in active play with other adults and children. Performs skills for an audience of friends and family. Rules of games and other social conventions begin to be understood.

[4] Increasing control of body and balance achieved and new skills begun to be explored, with increasing success. Ability to keep going all day without a rest.

[5] Development of language to full conversation between children and children and adults.

[6] Close bonding with best friends and influence exerted by peer grouping. Confidence to venture into new spaces and explore is extended.

[7] As imagination develops jokes and tricks become more complex, own jokes will be made up.

[8] Significant involvement in formal social events e.g. parties, outings with friends. These will become more focused on the child's choice of friends rather than friends selected by carer.

[9] Complex physical skills increasingly mastered and enjoyed, such as ballet, football, and swimming strokes.

[10] The vocabulary becomes extended and will include technical language, in-words, crazes and jokes.

## Summary

In this unit you have looked at the typical development of a child between the ages of 5 to 7 years.

You have:

- Learnt about children at their different stages of growth and development.
- Identified effective foundations for caring in different circumstances.
- Developed an understanding of the:
  - o emotional,
  - o social,
  - o physical
  - o intellectual and;
  - o linguistic development of children at different ages and stages.

Select forward to check your understanding.

---

### Question 1

What is the main priority of Key Stage 1 in schools?

Select the correct response and then select confirm.

(responses)

Numeracy

Phonics

Literacy (correct)

Language

*(Correct response)*

Well done that's correct. The main priority of the Foundation Stage and Key Stage 1 is literacy; that covers reading, writing, spelling; and numeracy.

Select OK to return.