

## INTELLECTUAL DEVELOPMENT

Intellectual or cognitive development is the development of thinking and understanding and it is closely linked with language development. Memory is an aspect of cognitive development as it enables children to build on experiences and learn from them.

In observation number four E.B places picture cards face down on the table she then matches them to the collecting board by memorising where she put the picture card she is looking for, this activity requires concentration the skill of focusing all attention on one task. E.B shows this in the observation by filling her collecting board and completing the task.

Imagination is an aspect of cognitive development. **'Through using their imagination to play, children develop the ability to use one object to represent another'**.

(page 173)

**Beaver, M et al. 1999**

In observation number five E.B plays with a doll which she represents as a baby. Piaget would say that this is because she is in his preoperational stage of cognitive development. Piaget defines the preoperational stage as when the child learns to manipulate his environment and represent objects by words, and to manipulate those words mentally, he believed that in the preoperational stage children form ideas from their direct experiences in life.

Mathematical concepts form part of cognitive development. In observation number two E.B matches different colour size and shape bricks, she names the shapes circle, triangle, square and rectangle and recognises the colours red, blue, green and yellow.

## DEVELOPMENTAL NEEDS

As E.B can recognise the shapes circle, triangle, square and rectangle she will need experiences of other shapes such as cone and cylinder. Mathematical names should be introduced such as

cube and cuboid. The next step would be to build on E.B's awareness of similarities in shape within the environment. The pre-school can begin by talking about the shapes of different objects within the setting. E.B can recognise the colours red, blue, green and yellow, further observations will determine any other colours that E.B recognises and she needs to be given the opportunity to experiment in creating different colours. The pre-school can encourage this in painting activities by giving more opportunity for E.B to mix different coloured paints together, and to talk to her about the colours she has created. The pre-school needs to provide more activities to build on E.B's memory skills such as placing objects on a tray, taking one away to see if E.B knows which object is missing. I would recommend further observations on cognitive development including problem solving skills such as puzzles.