



**Autumn Term
Term 1**

Child Development

Year 10

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 10 Homework Timetable

| | | | |
|------------------|-----------------|-----------------|-----------------|
| Monday | English Task 1 | Option A Task 1 | Option C Task 1 |
| Tuesday | Option B Task 1 | Sparx Maths | Science Task 1 |
| Wednesday | Sparx Maths | Option C Task 2 | Sparx Science |
| Thursday | Option A Task 2 | Sparx Science | Option B Task 2 |
| Friday | Science Task 2 | English Task 2 | |

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

| Option A |
|-----------|
| History |
| Geography |

| Option B |
|------------------------|
| Child Development |
| Health and Social Care |

| Option C |
|------------------------|
| Psychology |
| Health and Social Care |
| Sport |

Half Term 1 (8 weeks) - Year 10

| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
|-------------------------------|--|--|
| Week 1 2nd September 2024 | Cornell Notes on: n/a | Question: n/a |
| Week 2 9th September 2024 | Cornell Notes on: PILES Restricted motor skills | Question: What do the five letters of PILES stand for with an example of each |
| Week 3 16th September 2024 | Revision Cards on: Delayed motor skills Sensory impairments | Question: How might a delayed motor skill impact a child's physical development? |
| Week 4 23rd September 2024 | Cornell Notes on: Delayed literacy skills Growth | Question: If someone had delayed literacy skills what could you provide them with to support them with their intellectual development? |
| Week 5 30th September 2024 | Revision Cards on: Development | Question: What does the term development mean? |
| Week 6 7th October 2024 | Cornell Notes on: Milestones Physical development | Question: What is a milestone and what is an example of a milestone that would support physical development? |
| Week 7 14th October 2024 | Revision Cards on: Full term pregnancies Reflexes | Question: How many weeks is a full term pregnancy. What are the five reflexes? |
| Week 8 21st October 2024 | Cornell Notes on: Fine and gross motor skills English as an additional language | Question: What are fine motor skills? What are gross motor skills? What does EAL stand for? |

Half Term 2 (7 weeks) - Year 10

| Week / Date | Homework task 1 Cornell Notes | Homework task 2 Exam Question |
|-------------------------------|---|---|
| Week 9 4th November 2024 | Revision Cards on: Social Norms and values, Bonds | Question: What is a norm and can you give an example of a norm in childcare |
| Week 10 11th November 2024 | Cornell Notes on: Negative role model Intellectual development | Question: Give an example of something a negative role model would do |
| Week 11 18th November 2024 | Revision Cards on: Bonding | Question: Why is it important to monitor growth and development? |
| Week 12 25th November 2024 | Cornell Notes on: Professionals | Question: What professionals work with monitoring growth and development? |
| Week 13 2nd December 2024 | Revision Cards on: Language development Babbling | Question: What is babbling and what age will a baby babble? |
| Week 14 9th December 2024 | Cornell Notes on: Transitions - Disruptive behaviour | Question: Write down five transitions that a child may experience |
| Week 15 16th December 2024 | Revision Cards on: Self-soothing Secondary socialisation | Question: What is the difference between primary and secondary socialisation? |

Knowledge Organiser

| Keywords | Other Information |
|---|--|
| <p>PILES - physical, intellectual, language, emotional, social.</p> <p>Physical development involves reflexes, senses, and fine and gross motor skills.</p> <p>Intellectual development involves memory, information processing and problem solving.</p> <p>Language development involves speaking, listening and attention skills.</p> <p>Emotional development involves development of trust, independence and emotional resilience</p> <p>Social Development involves development of secure positive relationships with others.</p> | <p>Development is split into five main areas: physical, cognitive/intellectual, language, social and emotional.</p> <p>At different stages of development, children reach certain milestones - a stage or event in a process.</p> |
| <p>Restricted motor skills - when a child is unable to control their muscle movements as well as other children their age.</p> <p>Delayed motor skills - when a child's motor skills are not progressing as quickly as others their age.</p> <p>Sensory impairment - difficulty seeing (visual impairment) or hearing (hearing impairment)</p> <p>Delayed literacy skills - where a child's reading and writing are not progressing as quickly as other children.</p> | <p>A child with a disability or medical issue could have restricted fine or gross motor skills. This is not the same as them being delayed - this is where the child is not making progress at the same rate, rather than being unable.</p> <p>Physical circumstances can affect emotional and social development as the child may recognise they are different and lack self-esteem and confidence. This could then affect their ability to make friends.</p> |
| <p>Growth - an increase in size or mass.</p> <p>Development - knowledge and skills gained over time.</p> <p>Milestone - a stage or event in a process.</p> <p>Physical development involves reflexes, senses, and fine and gross motor skills.</p> <p>Full-term - a baby which is born around 40 weeks of pregnancy.</p> <p>Reflexes - an automatic reaction to something in our environment. For example sucking, startle and grasp</p> <p>Gross motor skills - movement and control of large muscles, for example walking and climbing</p> <p>Fine motor skills - movement and control of small muscles, for example using our hands.</p> | <p>Growth is measured and tracked to show how well a baby is developing. Growth is tracked by measuring mass (weight), their length/height and their head circumference. It is then plotted on a centile chart to compare the child to others of their age/gender.</p> <p>Whilst we all develop at different rates, development does tend to happen in a set order.</p> <p>Early physical development is focused on reflexes before developing gross motor skills and fine motor skills</p> |

| Keywords | Other Information |
|--|---|
| <p>English as an additional language - when English is not the first language of a child.</p> <p>Social Norms and values - attitudes/behaviours which are considered normal in society</p> <p>Bond - emotional tie between two people.</p> <p>Negative role model - someone who does not set a good example.</p> | <p>Learning English as a additional language can mean that the child struggles to make friends initially but also has a lot of benefits, for example better problem solving, and memory skills.</p> <p>The bond we make with significant adults in our lives affects our social and emotional development. This bond can be affected by premature birth or child/parental illness.</p> |
| <p>Intellectual development involves memory, information processing and problem solving.</p> <p>Language development involves speaking, listening and attention skills.</p> <p>Babbling - stream of sounds babies make before saying actual words.</p> <p>Emotional development involves development of trust, independence and emotional resilience.</p> <p>Physical development involves reflexes, senses, and fine and gross motor skills.</p> | <p>Young babies will not recognise themselves in a mirror, as proved by psychologists.</p> <p>Whilst babies cannot talk, they can communicate nonverbally through: eye-contact, waving, pointing, smiling or pulling on clothes.</p> <p>Babies love to be around others and will learn from them, to start, they socialise with their family before other groups.</p> <p>Between 18 months and 3 years, children develop their fine and gross motor skills. They will be able to run and grasp a pencil</p> |
| <p>Transitions - changes in children's lives,</p> <p>Disruptive behaviour - unwanted behaviour that disrupts activities such as temper tantrums, challenging adults or breaking toys.</p> | <p>Children may struggle to form friendships because of lack of social skills and delayed language skills. They also may struggle due to disruptive behaviour.</p> <p>Transitions may lead to disruptive behaviour. for example: starting school, moving house, death of a relative, birth of a sibling or parental divorce.</p> |
| <p>Social Development involves development of secure positive relationships with others.</p> <p>Self-soothing - mechanisms used by babies to comfort themselves when their caregiver is not present, for example, thumb sucking.</p> <p>Secondary socialisation - spending time with other people outside of your family.</p> | <p>Between 18 months and 3 years, a child's intellectual and language development will now include responding to adult instructions as well being able to form sentences</p> <p>Social development will be affected by their new ability to communicate as well as starting pre-school/nursery.</p> <p>Between 3 and 5 years, child's fine motor skills develop to allow them to write.</p> |

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 2: Cornell Notes (Homework task 1)

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| Date 9th September 2024 | Topic: PILES | Revision guide page: |
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Summary

WEEK 4: Cornell Notes (Homework task 1)

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| Date 23rd September 2024 | Topic: Delayed literacy skills | Revision guide page |
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Summary

WEEK 6: Cornell Notes (Homework task 1)

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| Date 7th October 2024 | Topic: Milestones and Physical development | Revision guide page |
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Summary

WEEK 8: Cornell Notes (Homework task 1)

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| Date 21st October 2024 | Topic: Fine and gross motor skills English as an additional language | Revision guide page |
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Summary

WEEK 10: Cornell Notes (Homework task 1)

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| Date 11th November 2024 | Topic: Negative role model Intellectual development | Revision guide page |
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Summary

WEEK 14: Cornell Notes (Homework task 1)

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| Date 9th December 2024 | Topic: Transitions - Disruptive behaviour | Revision guide page |
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Summary

Week 3

Revision Card on Delayed motor skills & Sensory impairments

1. What are Delayed motor skills ?
2. Sensory impairments are ?
3. Give three examples of non verbal communication.
4. Why is it important to have positive relationships?
5. What is social development ?

Answers



Week 5

Revision Card on Development

1. Describe what Development is?
2. How can you promote learning for a child ?
3. How can a parent be a good role model for a child ?
4. How can a sibling be a good role model for a child?
5. What activities can be done to promote learning and development ?

Answers



Week 7

Revision Card on Full term pregnancies, Reflexes

1. Explain any risks full term pregnancies can have.
2. What are Reflexes?
3. Why does a child need fat in their diet?
4. What does the word physical mean?
5. Why do children need to develop Gross motor skills?

Answers

Week 9

Revision Card on Social Norms and values, Bonds

1. How do we teach Social norms and values?
2. Why is it important for children to bond with their primary carers ?
3. Why can't children make their own decisions?
4. Explain why good communication is important for a child ?
5. How can a sibling be a good role model for a child?

Answers



Week 11

Revision Card on Bonding

1. Why is bonding so important ?
2. How can parents bond with their child?
3. What happens if the bonding is not secure?
4. Who else in a family should bond with the child ?
5. How can children bond with other children?

Answers



Week 13

Revision Card on Language development, Babbling

1. How can Language development be supported with babies?
2. Babbling gives a baby what skills?
3. What does cognitive development mean?
4. Why is it important to support a child's intellectual development ?
5. Name three non-verbal forms of communication.

Answers

Week 15

Revision Card on Self-soothing Secondary socialisation

1. Self-soothing is an important skill to learn, why ?
2. What is Secondary socialisation ?
3. If a child is crying how can you comfort them as a parent ?
4. If a child is having a tantrum what can you do to stop it?
5. After babbling, what will the child do next with their language development ?

Answers`

