



Aspire Achieve Thrive

Half Term 1

Child Development

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Modern Britain	
Wednesday	Sparx	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Modern Britain
Friday	Sparx	Science	English	

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Open C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

Year 10 - Homework Plan Subject

Week/Date	Homework Task
Week 1 5th September	Cornell Notes on different areas of development. What does PILES stand for? Which skills come under which area of development?
Week 2 12th September	Revision Card on Physical Circumstances
Week 3 19th September	Cornell Notes on growth, development, milestones and physical development.
Week 4 26th September	Revision Cards on communication and language, and social and emotional circumstances.
Week 5 3rd October	Cornell Notes on cognitive, language and emotional development for 0-18 months
Week 6 10th October	Revision Cards on transitions and disruptive behaviour
Week 7 17th October	Cornell Notes on social development for 18 months to 3 years, and physical development for 3-5 years.

Year 10 Term 1 Knowledge Organiser Week 1-3 Child Development

Week	Keywords	Other Information
1	<p>PILES - physical, intellectual, language, emotional, social. Physical development involves reflexes, senses, and fine and gross motor skills. Intellectual development involves memory, information processing and problem solving. Language development involves speaking, listening and attention skills. Emotional development involves development of trust, independence and emotional resilience 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. At different stages of development, children reach certain milestones - a stage or event in a process.</p>
2	<p>Restricted motor skills - when a child is unable to control their muscle movements as well as other children their age. Delayed motor skills - when a child's motor skills are not progressing as quickly as others their age. Sensory impairment - difficulty seeing (visual impairment) or hearing (hearing impairment) 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. 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>
3	<p>Growth - an increase in size or mass. Development - knowledge and skills gained over time. Milestone - a stage or event in a process. Physical development involves reflexes, senses, and fine and gross motor skills. Full-term - a baby which is born around 40 weeks of pregnancy. Reflexes - an automatic reaction to something in our environment. For example sucking, startle and grasp Gross motor skills - movement and control of large muscles, for example walking and climbing 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. Whilst we all develop at different rates, development does tend to happen in a set order. Early physical development is focused on reflexes before developing gross motor skills and fine motor skills</p>

Year 10 Term 1 Knowledge Organiser Week 4-6 Child Development

Week	Keywords	Other Information
4	<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 an 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>
5	<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. 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>
6	<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>
7	<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 as 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.



Revision Card on Physical Circumstances <ol style="list-style-type: none">1. Give an example of a sensory impairment2. What is meant by the term delayed motor skills?3. Which two skills are affected by delayed literacy development?4. What is the difference between restricted and delayed motor skills?5. How do physical circumstances affect emotional development?	Answers
--	----------------

Revision Card on communication and language, and social and emotional circumstances <ol style="list-style-type: none">1. What does EAL stand for?2. State a benefit of learning English as an additional language.3. State a disadvantage of learning English as an additional language.4. Define the term negative role model.5. Give a factor which can affect the bond between children and parents.	Answers
--	----------------

Revision Card on disruptive behaviour <ol style="list-style-type: none">1. How can a lack of social skills affect a child?2. Define the term disruptive behaviour.3. Give an example of disruptive behaviour a child may display.4. Give an example of a transition a child may experience.5. State a reason a child may struggle to form friendships.	Answers
---	----------------

