



Aspire Achieve Thrive

Half Term 1

Child Development

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

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

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Year 11 - Homework Plan Subject

Week/Date	Homework Task	Examination Question
Week 1 5th September	Cornell Notes on child-initiated play, inside and outside play, and supporting children through play	Answer the exam question: Explain two ways an early years practitioner can adapt a throwing and catching game for a child who gets tired due to illness. (4)
Week 2 12th September	Revision Cards on adapting play for children with language needs	Answer the exam question: Tom has a communication and language delay. Explain two ways Tom's communication and language delay may impact on other areas of development. (4)
Week 3 19th September	Cornell Notes on social skills, health and safety if okay areas, and different learning environments	Answer the exam question: For each of the hazards listed, suggest an impact of that hazard: using a computer for too long, plugs in sockets and trailing cables. (3)
Week 4 26th September	Revision Cards on adapting play for social and emotional need	Answer the exam question: Aline is five years old and struggles to understand the rules of play. Explain two ways the early years practitioner can adapt a board game so Aline can join in. (4)
Week 5 3rd October	Cornell Notes on different types of play	Answer the exam question: Explain two ways the early years practitioner could adapt a sensory activity to encourage a child to play with others. (4)
Week 6 10th October	Revision Cards on physical circumstances which may affect development	Answer the exam question: Emma is three years old and she has delayed fine motor skills. Give two examples of how this might affect her physical development. (2)
Week 7 17th October	Cornell Notes on play in different environments, and cognitive and intellectual play	Answer the exam question: Explain two benefits of adult-led play. (4)

Year 11 Term 1 Knowledge Organiser Week 1-3 Child Development

Week	Keywords	Other Information
1	<p>Child-initiated play - children organise their own play without support of adults.</p> <p>Personal Interests - topics which children are interested in.</p> <p>Motivation - a reason to do something.</p>	<p>In child-initiated play, children develop their social skills and have high engagement but may often choose the same activities over and over which can be detrimental to development.</p> <p>Promoting learning in play can be split into inside and outside activities. Inside activities include messy play, reading and small world play. It is important that children get to play outside for extended periods as this helps develop gross motor skills and move freely. Some activities may be individual activities, or done as a group.</p> <p>The role of the adult in play is to explain or model how to use equipment and respond to the child. This is so the child learns a new skill and remains safe throughout. Adapting play to the personal interest of the child can help maintain engagement and continue to learn.</p> <p>When activities are planned and carried out an adult should: allow sufficient time, set challenges, promote exploring, encourage questions, and motivate the children to take part.</p>
2	<p>PECS - alternative communication which allows children to use pictures.</p> <p>Makaton - uses signs and symbols to help children communicate.</p>	<p>To help children with language needs, an alternative communication system such as makaton or picture exchange communication system (PECS) may be used. This in turn can help children build confidence in the skills they do have, alongside adult modelling.</p>
3	<p>Motivation - a reason to do something.</p> <p>Mouthing - behaviour shown by children under 18 months where they place objects in their mouths.</p> <p>Private business - businesses run for profit</p>	<p>When activities are planned and carried out an adult should: allow sufficient time, set challenges, promote exploring, encourage questions, and motivate the children to take part.</p> <p>To promote learning, adults should also be modelling communication and may join in activities to model social skills such as sharing and turn-taking.</p> <p>Health and safety should also be taken into consideration as some resources may be inappropriate for certain age groups as they pose a choking hazard.</p> <p>Children may learn and play in different environments, some might go to a privately owned nursery with lots of space and equipment, whilst others remain home or go to community groups where resources could be more limited.</p>

Year 11 Term 1 Knowledge Organiser Week 4-6 Child Development

Week	Keywords	Other Information
4	<p>Self-resilience - ability to independently prepare for life's stresses and challenges</p>	<p>For social and emotional needs, it may be important to help promote self-resilience, this can be achieved by giving children choices and rewarding them for doing things independently. It is also good to provide a structure approach to learning as children often find routines comforting and less stressful. Adults can support children in activities by encouraging them, giving them choice and focusing on areas of interest.</p>
5	<p>Locomotor play - physical activity using gross motor skills. Imaginative play - where children pretend in some way Construction play - building things</p>	<p>At two years old, children may be taking part in various stages of play. Some may still be playing in a solitary way whilst others will have shown interest in other children. Interest in others has led them to either onlooker play where they may watch them play and copy their actions, helping them learn, or they may have begun taking part in parallel play where they are playing alongside others. This allows them to become comfortable with having other children in the same environment and builds trust.</p>
6	<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.</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. Some children may have delayed literacy skills, this involves their reading and writing. This could be linked to a physical circumstance, for example a child with restricted or delayed fine motor skills may not be able to write as they are unable to hold a pen. Other children may have delayed language skills due to EAL - this is where English is not the first language they are exposed to from birth.</p>
7	<p>Child-initiated play - children organise their own play without support of adults. Cognitive/Intellectual play - play which includes problem solving, imagination and listening skills.</p>	<p>The home environment for play refers to either the child's own home or a childminder. This means there could be other children around, either siblings or other children. Since it is not as big this means they may be less anxious and worried about joining in activities. The disadvantage of a home setting is that often there is limited space for children to play freely, in addition to more limited resources in comparison to a private business like a nursery.</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	Answers
<ol style="list-style-type: none">1. Give two examples of alternative communication systems2. What does PECS stand for?3. How does using alternative communication affect self-esteem?4. State another way delayed language development can be supported.5. Is Makaton the same as British sign language?	

Revision Card on	Answers
<ol style="list-style-type: none">1. What is meant by the term self-resilience?2. How can self-resilience be achieved?3. How can adults support self-resilience?4. Which area of development is self-resilience part of?5. State a benefit of focusing on a child's area of interest.	

Revision Card on	Answers
<ol style="list-style-type: none">1. What is meant by the term restricted motor skills?2. What is the difference between restricted and delayed motor skills?3. How could having restricted motor skills affect emotional development?4. Which two skills come under literacy?5. Give a reason a child may have delayed literacy skills.	

