STOKE
DAMEREL

Aspire | Achieve | Thrive

Autumn Term
(Half Term 1 & 2)
Child Development
Year 10

Name: _____

Tutor: _____

GREENSHAW
LEARNING TRUST

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1	
Tuesday	Sparx Science	Option B Task 1	Modern Britain Task 1	
Wednesday	Sparx Maths	Science Task 1	Option C Task 2	
Thursday	Ebacc Option A Task 2	Sparx Science	Option B Task 2	Sparx Maths
Friday	Modern Britain Task 2	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 (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 1 (6 weeks) - Year 10		
Week / Date	**Homework task 1** **Cornell Notes**	**Homework task 2** **Exam Question**
Week 2 11th September 2023	**Cornell Notes on:** **PILES** **Restricted motor skills**	**Question**: What do the five letters of PILES stand for with an example of each
Week 3 18th September 2023	**Revision Cards on:** **Delayed motor skills** **Sensory impairments**	**Question**: How might a delayed motor skill impact a child's physical development What is a sensory impairment and give an example of how you might support someone with one
Week 4 25th September 2023	**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 2nd October 2023	**Revision Cards on:** **Development**	**Question**: What does the term development mean?
Week 6 9th October 2023	**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 16th October 2023	**Revision Cards on:** **Full term pregnancies** **Reflexes**	**Question**: How many weeks is a full term pregnancy? What are the five reflexes

Keywords	Other Information
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.	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.
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.	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.
Growth - an increase in size or mass. **Development** - knowledge and skills gained over time. **Milestone** - a stage ort 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.	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

Keywords	Other Information
English as an additional language - when English is not the first language of a child. **Social Norms and values** - attitudes/behaviours which are considered normal in society **Bond** - emotional tie between two people. **Negative role model** - someone who does not sert a good example.	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. 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.
Intellectual development involves memory, information processing and problem solving. **Language development** involves speaking, listening and attention skills. **Babbling** - stream of sounds babies make before saying actual words. **Emotional development** involves development of trust, independence and emotional resilience. **Physical development** involves reflexes, senses, and fine and gross motor skills.	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. Babies love to be around others and will learn from them, to start, they socialise with their family before other groups. Between 18 months and 3 years, children develop their fine and gross motor skills. They will be able to run and grasp a pencil
Transitions - changes in children's lives, **Disruptive behaviour** - unwanted behaviour the disrupts activities such as temper tantrums, challenging adults or breaking toys.	Children may struggle to form friendships because of lack of social skills and delayed language skills. They also may struggle due to **disruptive behaviour**. **Transitions** may lead to disruptive behaviour. for example: starting school, moving house, death of a relative, birth of a sibling or parental divorce.
Social Development involves development of secure positive relationships with others. **Self-soothing** - mechanisms used by babies to comfort themselves when their caregiver is not present, for example, thumb sucking. **Secondary socialisation** - spending time with other people outside of your family.	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 Social development will be affected by their new ability to communicate as well as starting pre-school/nursery. Between 3 and 5 years, child's fine motor skills develop to allow them to write.

Keywords	Other Information
Expected milestones - development which is expected for a particular age. **All areas of development** - physical, cognitive/intellectual, language, social and emotional development. **Initiate play** - start play. **Physical Circumstances** - factors which affect a child physically e.g. sensory impairment, restricted or delayed motor skills, disability.	Children may have individual circumstances which affects their development. If a child is delayed in all areas of development, this is known as **global development delay**. Some children may struggle to initiate play with others which can affect all areas of development as play allows children to learn from their environment. A child with physical circumstances may struggle to move between different levels, not be able to hold small objects or sustain involvement in play for long periods of time. These factors can then impact their development.
Intellectual development - memory, information processing and problem solving. **Language development** - speaking, listening and attention skills. **Connective words** - used in sentences to connect words/phrases. **Social Development** - development of secure positive relationships with others. **Emotional development** - development of trust, independence and emotional resilience.	Children between 3 and 5 years old should be encouraged to start reading and writing. This could be by reading stories with adults, singing songs, or drawing pictures and writing their name on their work. Problem solving skills can be developed by sorting and matching activities which can then link to their individual interests. Social skills include turn-taking and sharing and can be practised through board games. Children begin to play together more through **parallel, associative and cooperative play.**
English as an additional language - when English is not the first language of a child. **Lack of responsiveness** - not replying to people when they interact with you. **Emotional Resilience** - a person's ability to adapt to stressful situations. **Isolate** - to cause a person to be alone or apart from others.	Individual circumstances can affect a child's understanding of the rules of play. Rules of play include: sharing, turn-taking, using equipment correctly, being respectful of others and specific rules to the activity. A child may also struggle to communicate their preferences if their language milestones are delayed. This can cause the child to become frustrated, which can go onto impact their self-esteem. Individual circumstance can affect social and emotional development. A child may struggle with cooperative play, or become isolated. They also could have poor emotional resilience due to abuse, neglect, stress, bullying or parental depression.

Keywords	Other Information
Genes - inherited from our parents, they are small sections of DNA. **Chromosome** - part of our DNA which determines which traits a person will inherit. **Foetus** - unborn baby growing in the uterus (womb). **Congenital condition** - where a child is born with the condition.	Genes and genetic disorders can affect physical development. Examples of genetic disorders include: Huntington's disease, cystic fibrosis and haemophilia. Maternal habits during pregnancy can also affect physical development, for example lack of folic acid can lead to **spina bifida** - a birth defect where the bones around the spine do not form properly. Using harmful substances can lead to deformities as the toxic substances can move across the placenta. **Premature birth** is where a child is born before 37 weeks. This can affect development as the shield might be smaller in height or weight; could lead to sensory impairment; or poor muscle tone. Different health conditions can affect a child's health for example asthma, cancer and epilepsy.
Poor concentration levels - difficulty focusing on what they are doing for long. **Literacy** - reading and writing skills. **Bond** - emotional tie between people.	Individual circumstances can impact all areas of development, the initial impact on one area of PILES can then have further impacts on the development of the child. Play is essential to development, so anything which can affect a child's ability to play will impact all areas of development .
Areas of deprivation - areas where there are potential health risks due to poverty. **Abuse** - deliberate harm. **Exploitation** - using threats/violence to benefit from someone's actions.	A balanced diet including carbohydrates, fats, protein, dairy, and vitamins, is important for physical development, as well as exercise. There are environmental factors which affect development, like housing. Living in a cramped space might affect sleep quality, as well as having enough room for play opportunities. **Abuse** and **neglect** (failure to meet basic needs) can affect development, for example they could be underweight (physical), have low self-esteem (emotional) or having difficulty concentrating (intellectual).
Risk - likelihood of an activity causing harm. **Hazard** - potential for an activity/environment to cause harm. **Positive Risk Taking** - balancing risk of an activity with the benefits.	The hazard of an activity may depend on age, for example young children explore their environment by putting things in their mouth which can be a choking hazard. This behaviour tends to stop by 18 months. Whilst being aware of hazards, adults should teach children how to be safe during different activities, for example for 3-5 years they can be taught how to cross a road safely. To maintain child safety, adult to child ratios should be maintained, for 0-2 years, this is 1 adult to 3 children.

Half Term 2 (8 weeks) - Year 10		
Week / Date	**Homework task 1** **Cornell Notes**	**Homework task 2** **Exam Question**
Week 8 30th October 2023	**Cornell Notes on:** **Fine and gross motor skills** **English as an additional language**	**Question**: What are fine motor skills What are gross motor skills
Week 9 6th November 2023	**Revision Cards on:** **-Social Norms and values**	**Question**: What is a norm and can you give an example of a norm in childcare
Week 10 13th November 2023	**Cornell Notes on:** **-Negative role model**	**Question**: Give an example of something a negative role model would do
Week 11 20th November 2023	**Revision cards on:** **-Bonds**	**Question** What does EAL stand for? What are the positives and negatives of having English as an additional language?
Week 12 27th November 2023	**Cornell Notes on:** **Intellectual development**	**Question** Explain two ways a parent can support their 4-year-old child to use internet-enabled technology safely.
Week 13 4th December 2023	**Revision Cards on:** **Language development** **Babbling**	**Question:** What is babbling and what age will a baby babble?
Week 14 11th December 2023	**Cornell Notes on:** **Transitions -** **Disruptive behaviour**	**Question**: Write down five transitions that a child may experience
Week 15 18th December 2023	**Revision Cards on:** **Self-soothing** **Secondary socialisation**	**Question**: What is the difference between primary and secondary socialisation?

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)

Date / /	Topic: PILES	Revision guide page:

links Questions	Notes

Summary

WEEK 2: Exam Question (Homework task 2)

Date…………………………………………….

Question: What do the five letters of PILES stand for with an example of each

Answer:

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WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

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WEEK 3: Exam Question (Homework task 2)

Date…………………………………………

Question: How might a delayed motor skill impact a child's physical development

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WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

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WEEK 4: Cornell Notes (Homework task 1)

Date / /	Topic: Delayed literacy skills	Revision guide page

links Questions	Notes

Summary

WEEK 4: Exam Question (Homework task 2)

Date……………………………………………

Question: If someone had delayed literacy skills what could you provide them with to support them with their intellectual development?

Answer:

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WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

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WEEK 5: Exam Question (Homework task 2)

Date……………………………………………

Question: What does the term development mean?

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WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

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WEEK 6: Cornell Notes (Homework task 1)

Date / /	Topic: Milestones and Physical development	Revision guide page

links	Notes
Questions	

Summary

WEEK 6: Exam Question (Homework task 2)

Date……………………………………………

Question: What is a milestone and what is an example of a milestone that would support physical development.

Answer:

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WEEK 6: Exam Question review and improvement (Classwork)

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Answer:

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WEEK 7: Cornell Notes (Homework task 1)

Date / /	Topic: Full term pregnancies and Reflexes	Revision guide page

links	Notes
Questions	

Summary

WEEK 7: Exam Question (Homework task 2)

Date…………………………………………

Question: How many weeks is a full term pregnancy.
What are the five reflexes

Answer:

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WEEK 7: Exam Question review and improvement (Classwork)

Question:
Answer:

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WEEK 8: Cornell Notes (Homework task 1)

Date / /	Topic: Fine and gross motor skills **English as an additional language**	Revision guide page

links	Notes
Questions	

Summary

WEEK 8: Exam Question (Homework task 2)

Date…………………………………………

Question: What are fine motor skills
What are gross motor skills
What does EAL stand for?

Answer:

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WEEK 8: Exam Question review and improvement (Classwork)

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Answer:

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WEEK 9: Exam Question (Homework task 2)

Date……………………………………………

Question: What is a norm and can you give an example of a norm in childcare

Answer: _____

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WEEK 9: Exam Question review and improvement (Classwork)

Question:

Answer: _____

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WEEK 10: Cornell Notes (Homework task 1)

Date / /	**Topic:** Negative role model **Intellectual development**	Revision guide page

links Questions	Notes

Summary

WEEK 10: Exam Question (Homework task 2)

Date……………………………………………

Question: Give an example of something a negative role model would do

Answer: _____

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WEEK 10: Exam Question review and improvement (Classwork)

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Answer: _____

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WEEK 11: Exam Question (Homework task 2)

Date…………………………………………

Question: What does EAL stand for? What are the positives and negatives of having English as an additional language?

Answer: _____

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WEEK 11: Exam Question review and improvement (Classwork)

Question: What does EAL stand for? What are the positives and negatives of having English as an additional language?

Answer: _____

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WEEK 12: Cornell Notes (Homework task 1)

Date / /	**Topic:** Intellectual Development	Revision guide page:

links **Questions**	**Notes**

Summary

WEEK 12: Exam Question (Homework task 2)

Date…………………………………………….

Question: Explain two ways a parent can support their 4-year-old child to use internet-enabled technology safely.

Answer:

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WEEK 12: Exam Question review and improvement (Classwork)

Question: Explain two ways a parent can support their 4-year-old child to use internet-enabled technology safely.

Answer:

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WEEK 13: Exam Question (Homework task 2)

Date…………………………………………

Question: **what is babbling and what age will a baby babble?**

Answer: _____

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WEEK 13: Exam Question review and improvement (Classwork)

Question:

Answer: _____

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WEEK 14: Cornell Notes (Homework task 1)

Date / /	Topic: Transitions - Disruptive behaviour	Revision guide page

links Questions	Notes

Summary

WEEK 14: Exam Question (Homework task 2)

Date……………………………………………

Question: Write down five transitions that a child may experience

Answer: _____

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WEEK 14: Exam Question review and improvement (Classwork)

Question:

Answer: _____

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WEEK 15: Exam Question (Homework task 2)

Date………………………………………….

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Answer: _____

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Date_____

WEEK 15: Exam Question review and improvement (Classwork)

Question: What is the difference between primary and secondary socialisation?

Answer: _____

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Week 3

Revision Card on **Delayed motor skills** **Sensory impairments**	Answers

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Week 5

Revision Card on **Development**	Answers

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Week 7

Revision Card on **Full term pregnancies** **Reflexes**	Answers

Week 9

Revision Card on Social norms and values	Answers

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Week 11

Revision Card on Bonds	Answers

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Week 13

Revision Card on Language development Babbling	Answers

Week 15

Revision Card on Self-soothing Secondary socialisation	Answers`

Aspire (ACHiEVE) Thrive

Develop your character

S
STOKE
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Aspire | Achieve | Thrive