



Aspire Achieve Thrive

**Autumn Term  
(Half Term 1 & 2)**

# **Child Development**

**Year 11**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

## Year 11 Homework Timetable

<b>Monday</b>	English Task 1	Ebacc Option A Task 1	Option C Task 1	
<b>Tuesday</b>	Sparx Science	Option B Task 1	Modern Britain Task 1	
<b>Wednesday</b>	Sparx Maths	Science Task 1	Option C Task 2	
<b>Thursday</b>	Ebacc Option A Task 2	Sparx Science	Option B Task 2	Sparx Maths
<b>Friday</b>	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
Computer Science
History
Health & Social Care
Music
Sport
IT

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

### Half Term 1 (6 weeks) - Year 11

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 2 11th September 2023	<b>Cornell Notes on:</b> Child-initiated play	<b>Question:</b> What is child initiated play?
Week 3 18th September 2023	<b>Revision Cards on:</b> Personal Interests	<b>Question:</b> How could you encourage a child to do an activity linking with something they are interested in
Week 4 25th September 2023	<b>Cornell Notes on</b> Motivation	<b>Question:</b> How could you motivate a child to join in with an activity?
Week 5 2nd October 2023	<b>Revision Cards on:</b> PECS	<b>Question: What other methods other than verbal are there to communicate?</b>
Week 6 9th October 2023	<b>Cornell Notes on:</b> Makaton	<b>Question:</b> Why might makaton be good for a child with a hearing impairment?
Week 7 16th October 2023	<b>Revision Cards on:</b> Self-resilience	<b>Question:</b> In what situation would it be good for a child to have self-resilience?

## Half Term 2 (8 weeks) - Year 11

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
Week 8 30th October 2023	<b>Cornell Notes on:</b> <b>Locomotor play</b>	<b>Question:</b> What area of development is most improved through locomotor play?
Week 9 6th November 2023	<b>Revision Cards on:</b> <b>Imaginative play -</b>	<b>Question:</b> What types of play could an adult set up to support imaginative play?
Week 10 13th November 2023	<b>Cornell Notes on:</b> <b>Construction play</b>	<b>Question:</b> Why would construction play be good for both physical and social development?
Week 11 20th November 2023	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 12 27th November 2023	<b>Mock Exams</b>	<b>Mock Exams</b>
Week 13 4th December 2023	<b>Revision Cards on:</b> <b>Adult initiated play</b>	<b>Question:</b> What is adult initiated play and what activity could you set up for it
Week 14 11th December 2023	<b>Cornell Notes on:</b> <b>Adult led play</b>	<b>Question:</b> What is adult led play and what activity could you set up for it?
Week 15 18th December 2023	<b>Revision Cards on:</b> <b>Sensory play</b>	<b>Question:</b> What is sensory play and what activity could you plan for it?

Keywords	Other Information
<p><b>Child-initiated play</b> - children organise their own play without support of adults.</p> <p><b>Personal Interests</b> - topics which children are interested in.</p> <p><b>Motivation</b> - 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 carries out an adult should: allow sufficient time, set challenges, promote exploring, encourage questions, and motivate the children to take part.</p>
<p><b>PECS</b> - alternative communication which allows children to use pictures.</p> <p><b>Makaton</b> - 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>
<p><b>Motivation</b> - a reason to do something.</p> <p><b>Mouthing</b> - behaviour shown by children under 18 months where they place objects in their mouths.</p> <p><b>Private business</b> - businesses run for profit</p>	<p>When activities are planned and carries 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>

Keywords	Other Information
<p><b>Self-resilience</b> - 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.</p> <p>Adults can support children in activities by encouraging them, giving them choice and focusing on areas of interest.</p>
<p><b>Locomotor play</b> - physical activity using gross motor skills.</p> <p><b>Imaginative play</b> - where children pretend in some way</p> <p><b>Construction play</b> - 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>
<p><b>Restricted motor skills</b> - when a child is unable to control their muscle movements as well as other children their age.</p> <p><b>Delayed motor skills</b> - 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.</p> <p>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>
<p><b>Child-initiated play</b> - children organise their own play without support of adults.</p> <p><b>Cognitive/Intellectual play</b> - 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>

Keywords	Other Information
<p><b>English as an additional language</b> - when English is not the first language of a child.</p> <p><b>Social Norms and values</b> - attitudes/behaviours which are considered normal in society</p> <p><b>Bond</b> - emotional tie between two people.</p> <p><b>Negative role model</b> - 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>For various reasons, children may have limited experience of play. This means that they may struggle to: learn how to use resources and equipment, control their emotions or form friendships.</p>
<p><b>Child-initiated play</b> - children organise their own play without support of adults.</p> <p><b>Cognitive/Intellectual play</b> - play which includes problem solving, imagination and listening skills</p> <p><b>Evaluate</b> - talk about the benefits and disadvantages of an activity. .</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>
<p><b>Transitions</b> - changes in children's lives,</p> <p><b>Disruptive behaviour</b> - unwanted behaviour the disrupts activities such as temper tantrums, challenging adults or breaking toys.</p> <p><b>Authority figure</b> - person representing authority such as a teacher, early years practitioner, parent or police officer.</p> <p><b>Friendships</b> - relationship between friends</p>	<p>Children may struggle to form friendships because of lack of social skills and delayed language skills. They also may struggle due to <b>disruptive behaviour</b>. There are different types of disruptive behaviour including challenging authority figures, temper tantrums, hurting others, breaking and damaging toy or defiant behaviour.</p> <p><b>Transitions</b> may lead to disruptive behaviour. for example: starting school, moving house, death of a relative, birth of a sibling or parental divorce.</p> <p>Children may struggle to form friendships for many reasons, the could: have delayed social or language skills, not have formed a strong bond with adults, be bossy and want their own way which can mean that others choose not to play with them.</p>

Keywords	Other Information
<p><b>Adult-led</b> - when an adult plans, organises and leads play</p> <p><b>Physical play</b> - play focussed on physical activity, mainly gross motor skills.</p>	<p>Adult-led play benefits children as it allows them to take part in high risk activities, like going to a play park, as well as helping develop their vocabulary. The time given by the adult for adult-led play may be limited which means learning could be limited by lack of repetition. A benefit of a school nursery environment is that the adults planning the play and learning will be trained professionals and therefore play will be carefully designed with developmental milestones in mind, in addition to having a large space to play and plenty of resources.</p>
<p><b>Expected milestones</b> - development which is expected for a particular age.</p> <p><b>Physical Circumstances</b> - factors which affect a child physically e.g. sensory impairment, restricted or delayed motor skills, disability.</p>	<p>Children may have individual circumstances which affects their development. If a child is delayed in all areas of development, this is known as <b>global development delay</b>.</p> <p>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.</p> <p>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.</p>
<p><b>English as an additional language</b> - when English is not the first language of a child.</p> <p><b>Lack of responsiveness</b> - not replying to people when they interact with you.</p>	<p>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.</p>
<p><b>Emotional Resilience</b> - a person's ability to adapt to stressful situations.</p> <p><b>Isolate</b> - to cause a person to be alone or apart from others.</p>	<p>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. These factors affect the bond they have with their parents which further impacts the bond they can form with other people. Abuse and neglect are not the same things - neglect is not meeting the basic needs of child, whereas abuse is the purposeful mistreatment of a child which could be physical, emotional or sexual.</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)

Date / /	Topic: child-initiated play	Revision guide page:
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links	Notes
Questions	

Summary



## WEEK 2: Exam Question (Homework task 2)

Date.....

**Question:** What is child initiated play and what activity might they do during it.

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 could you encourage a child to do an activity linking with something they are interested in

Answer:

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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: Motivation	Revision guide page
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links	Notes
Questions	

Summary

## WEEK 4: Exam Question (Homework task 2)

Date.....

**Question:** How could you motivate a child to join in with an activity?

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 other methods other than verbal are there to communicate?

Answer:

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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: Makaton	Revision guide page
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links	Notes
Questions	

**Summary**

## WEEK 6: Exam Question (Homework task 2)

Date.....

**Question:** Why might makaton be good for a child with a hearing impairment?

Answer:

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## WEEK 6: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 7: Exam Question (Homework task 2)

Date.....

**Question:** In what situation would it be good for a child to have self-resilience?

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: Locomotor play	Revision guide page
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links	Notes
Questions	

Summary

## WEEK 8: Exam Question (Homework task 2)

Date.....

**Question:** What area of development is most improved through locomotor play?

Answer:

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## WEEK 8: Exam Question review and improvement (Classwork)

**Question:**

Answer:

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## WEEK 9: Exam Question (Homework task 2)

Date.....

**Question:** What types of play could an adult set up to support imaginative play?

[illegible]

## WEEK 9: Exam Question review and improvement (Classwork)

**Question:**

[illegible]

WEEK 10: Cornell Notes (Homework task 1)

Date / /	Topic: Construction play	Revision guide page
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links	Notes
Questions	

Summary

## WEEK 10: Exam Question (Homework task 2)

Date.....

**Question:** Why would construction play be good for both physical and social development?

[illegible]

## WEEK 10: Exam Question review and improvement (Classwork)

**Question:**

[illegible]

## WEEK 11: Assessment Week Revision (Homework task 1)

Date       /       /	Topic
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[illegible]

## WEEK 11: Assessment Week Revision (Homework task 2)

Date       /       /	Topic
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[illegible]

## WEEK 12: Assessment Week Revision (Homework task 1)

Date        /        /	Topic
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[illegible]



## WEEK 12: Assessment Week Revision (Homework task 2)

Date       /       /	Topic
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[illegible]

## WEEK 13: Exam Question (Homework task 2)

Date.....

**Question:** What is adult initiated play and what activity could you set up for it?

[illegible]

## WEEK 13: Exam Question review and improvement (Classwork)

**Question:**

[illegible]

WEEK 14: Cornell Notes (Homework task 1)

Date / /	Topic: Adult led play	Revision guide page
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links	Notes
Questions	

Summary

## WEEK 14: Exam Question (Homework task 2)

Date.....

**Question:** What is adult led play and what activity could you set up for it?

Answer: \_\_\_\_\_

[illegible]

## WEEK 14: Exam Question review and improvement (Classwork)

**Question:**

Answer: \_\_\_\_\_

[illegible]

## WEEK 15: Exam Question (Homework task 2)

Date.....

**Question:** What is sensory play and what activity could you set up for it?

Answer: \_\_\_\_\_

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## WEEK 15: Exam Question review and improvement (Classwork)

**Question:**

Answer: \_\_\_\_\_

[illegible]

**Week 3**

<b>Revision Cards on:</b> Personal Interests	<b>Answers</b>
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**Week 5**

<b>Revision Card on PECS</b>	<b>Answers</b>
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**Week 7**

<b>Revision Card on Self-resilience</b>	<b>Answers</b>
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## Week 9

Revision Card on imaginative play	Answers



## Week 13

Revision Card on adult initiated play	Answers



## Week 15

Revision Card on sensory play	Answers





# Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive