



Aspire Achieve Thrive

**Autumn Term**  
**Term 1**  
**Child Development**  
**Year 10**

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

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

## Year 10 Homework Timetable

|                  |                       |                       |                 |
|------------------|-----------------------|-----------------------|-----------------|
| <b>Monday</b>    | English Task 1        | Ebacc Option A Task 1 | Option C Task 1 |
| <b>Tuesday</b>   | Option B Task 1       | Modern Britain Task 1 | Science Task 1  |
| <b>Wednesday</b> | Sparx Maths           | Option C Task 2       | Sparx Science   |
| <b>Thursday</b>  | Ebacc Option A Task 2 | Sparx Catch Up        | Option B Task 2 |
| <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) | Option B                 | Option C                 |
|------------------|--------------------------|--------------------------|
| Computer Science | Business Studies         | Art                      |
| French           | Hospitality and Catering | Business Studies         |
| Geography        | Drama                    | Hospitality and Catering |
| History          | Music                    | Child Development        |
|                  | Geography                | Computer Science         |
|                  | Health and Social Care   | Drama                    |
|                  | ICT                      | Photography              |
|                  | Media Studies            | Science (Triple)         |
|                  | Music                    | Sport                    |
|                  | Sport                    |                          |
|                  | Travel and Tourism       |                          |

| Half Term 1 (8 weeks) - Year 10 |  |   |
|---------------------------------|--|---|
| Week / Date                     | Homework task 1<br>Cornell Notes   | Homework task 2<br>Exam Question  |
| Week 1<br>2nd September 2024    | <b>Cornell Notes on:</b><br>PILES<br>Restricted motor skills                                 | <b>Question:</b><br>What do the five letters of PILES stand for with an example of each   |
| Week 2<br>9th September 2024    | <b>Revision Cards on:</b><br>Delayed motor skills<br>Sensory impairments                     | <b>Question:</b><br>How might a delayed motor skill impact a child's physical development<br>What is a sensory impairment and give an example of how you might support someone with one |
| Week 3<br>16th September 2024   | <b>Cornell Notes on:</b><br>Delayed literacy skills<br>Growth                                | <b>Question:</b><br>If someone had delayed literacy skills what could you provide them with to support them with their intellectual development?  |
| Week 4<br>23rd September 2024   | <b>Revision Cards on:</b><br>Development   | <b>Question:</b><br>What does the term development mean?  |
| Week 5<br>30th September 2024   | <b>Cornell Notes on:</b><br>Milestones<br>Physical development                               | <b>Question:</b><br>What is a milestone and what is an example of a milestone that would support physical development.  |
| Week 6<br>7th October 2024      | <b>Revision Cards on:</b><br>Full term pregnancies<br>Reflexes                               | <b>Question:</b><br>How many weeks is a full term pregnancy?<br>What are the five reflexes  |
| Week 7<br>14th October 2024     | <b>Cornell Notes on:</b><br>Fine and gross motor skills<br>English as an additional language | <b>Question:</b><br>What are fine motor skills ?<br>What are gross motor skills?  |
| Week 8<br>21st October 2024     | <b>Revision Cards on:</b><br>Social Norms and values   | <b>Question:</b> What is a norm and can you give an example of a norm in childcare  |

## Half Term 2 (7 weeks) - Year 10

| Week / Date                   | Homework task 1<br>Cornell Notes                                | Homework task 2<br>Exam Question   |
|-------------------------------|---|--|
| Week 9<br>4th November 2024   | <b>Cornell Notes on:</b><br>Negative role model                 | <b>Question:</b><br>Give an example of something a negative role model would do  |
| Week 10<br>11th November 2024 | <b>Revision Cards on:</b><br>Bonds                              | <b>Question:</b><br>What does EAL stand for? What are the positives and negatives of having English as an additional language? |
| Week 11<br>18th November 2024 | <b>Cornell Notes on:</b><br>Intellectual development            | <b>Question:</b><br>Explain two ways a parent can support their 4-year-old child to use internet-enabled technology safely.    |
| Week 12<br>25th November 2024 | <b>Revision Cards on:</b><br>Language development<br>Babbling   | <b>Question:</b><br>What is babbling and what age will a baby babble?  |
| Week 13<br>2nd December 2024  | <b>Cornell Notes on:</b><br>Transitions<br>Disruptive behaviour | <b>Question:</b><br>Write down five transitions that a child may experience  |
| Week 14<br>9th December 2024  | <b>Revision Cards on:</b><br>Genes and chromosomes              | <b>Question:</b><br>What is the difference between primary and secondary socialisation?  |
| Week 15<br>16th December 2024 | <b>Cornell Notes on:</b><br>Disruptive behaviour                | <b>Question:</b><br>A child often acts disruptively during nursery time how might this impact each area of PILES.              |

| Keywords  | Other Information  |
|---|--|
| <p><b>PILES</b> - physical, intellectual, language, emotional, social.</p> <p><b>Physical development</b> involves reflexes, senses, and fine and gross motor skills.</p> <p><b>Intellectual development</b> involves memory, information processing and problem solving.</p> <p><b>Language development</b> involves speaking, listening and attention skills.</p> <p><b>Emotional development</b> involves development of trust, independence and emotional resilience</p> <p><b>Social Development</b> 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 <b>milestones</b> - a stage or event in a process.</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><b>Sensory impairment</b> - difficulty seeing (visual impairment) or hearing (hearing impairment)</p> <p><b>Delayed literacy skills</b> - where a child's reading and writing are not progressing as quickly as other children.</p>   | <p>A child with a <b>disability or medical issue</b> 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><b>Growth</b> - an increase in size or mass.</p> <p><b>Development</b> - knowledge and skills gained over time.</p> <p><b>Milestone</b> - a stage or event in a process.</p> <p><b>Physical development</b> involves reflexes, senses, and fine and gross motor skills.</p> <p><b>Full-term</b> - a baby which is born around 40 weeks of pregnancy.</p> <p><b>Reflexes</b> - an automatic reaction to something in our environment. For example sucking, startle and grasp</p> <p><b>Gross motor skills</b> - movement and control of large muscles, for example walking and climbing</p> <p><b>Fine motor skills</b> - 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 <b>centile chart</b> 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><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 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>  |
| <p><b>Intellectual development</b> involves memory, information processing and problem solving.</p> <p><b>Language development</b> involves speaking, listening and attention skills.</p> <p><b>Babbling</b> - stream of sounds babies make before saying actual words.</p> <p><b>Emotional development</b> involves development of trust, independence and emotional resilience.</p> <p><b>Physical development</b> 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> |
| <p><b>Transitions</b> - changes in children's lives,</p> <p><b>Disruptive behaviour</b> - 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 <b>disruptive behaviour</b>.</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><b>Social Development</b> involves development of secure positive relationships with others.</p> <p><b>Self-soothing</b> - mechanisms used by babies to comfort themselves when their caregiver is not present, for example, thumb sucking.</p> <p><b>Secondary socialisation</b> - 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>   |

| Keywords   | Other Information   |
|--|---|
| <p><b>Expected milestones</b> - development which is expected for a particular age.</p> <p><b>All areas of development</b> - physical, cognitive/intellectual, language, social and emotional development.</p> <p><b>Initiate play</b> - start play.</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>Intellectual development</b> - memory, information processing and problem solving.</p> <p><b>Language development</b> - speaking, listening and attention skills.</p> <p><b>Connective words</b> - used in sentences to connect words/phrases.</p> <p><b>Social Development</b> - development of secure positive relationships with others.</p> <p><b>Emotional development</b> - development of trust, independence and emotional resilience.</p> | <p>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.</p> <p>Problem solving skills can be developed by sorting and matching activities which can then link to their individual interests.</p> <p>Social skills include turn-taking and sharing and can be practised through board games. Children begin to play together more through <b>parallel, associative and cooperative play</b>.</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><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 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.</p> <p>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>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.</p> |



| Keywords   | Other Information   |
|--|---|
| <p><b>Genes</b> - inherited from our parents, they are small sections of DNA.</p> <p><b>Chromosome</b> - part of our DNA which determines which traits a person will inherit.</p> <p><b>Fetus</b> - unborn baby growing in the uterus (womb).</p> <p><b>Congenital condition</b> - where a child is born with the condition.</p> | <p>Genes and genetic disorders can affect physical development. Examples of genetic disorders include: Huntington's disease, cystic fibrosis and haemophilia.</p> <p>Maternal habits during pregnancy can also affect physical development, for example lack of folic acid can lead to <b>spina bifida</b> - 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.</p> <p><b>Premature birth</b> is where a child is born before 37 weeks. This can affect development as the child might be smaller in height or weight; could lead to sensory impairment; or poor muscle tone.</p> <p>Different health conditions can affect a child's health for example asthma, cancer and epilepsy.</p> |
| <p><b>Poor concentration levels</b> - difficulty focusing on what they are doing for long.</p> <p><b>Literacy</b> - reading and writing skills.</p> <p><b>Bond</b> - emotional tie between people.</p>   | <p>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 .</p>   |
| <p><b>Areas of deprivation</b> - areas where there are potential health risks due to poverty.</p> <p><b>Abuse</b> - deliberate harm.</p> <p><b>Exploitation</b> - using threats/violence to benefit from someone's actions.</p>  | <p>A balanced diet including carbohydrates, fats, protein, dairy, and vitamins, is important for physical development, as well as exercise.</p> <p>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.</p> <p><b>Abuse and neglect</b> (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).</p>  |
| <p><b>Risk</b> - likelihood of an activity causing harm.</p> <p><b>Hazard</b> - potential for an activity/environment to cause harm.</p> <p><b>Positive Risk Taking</b> - balancing risk of an activity with the benefits.</p>   | <p>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.</p> <p>To maintain child safety, adult to child ratios should be maintained, for 0-2 years, this is 1 adult to 3 children.</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 1: Cornell Notes (Homework task 1)

|                          |   |                      |
|--------------------------|---|----------------------|
| Date: 2nd September 2024 | Topic: PILES<br>Restricted motor skills | Revision guide page: |
|--------------------------|---|----------------------|

|                        |       |
|------------------------|-------|
| links<br><br>Questions | Notes |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |

Summary

## WEEK 1: Exam Question (Homework task 2)

Date: 2nd September 2024

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

Answer:

---

---

---

---

---

---

---

---

---

---

## WEEK 1: Exam Question review and improvement (Classwork)

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

Answer:

---

---

---

---

---

---

---

---

---

---

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

Date: 9th September 2024

**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

Answer:

---

---

---

---

---

---

---

---

---

---

## WEEK 2: Exam Question review and improvement (Classwork)

**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

Answer:

---

---

---

---

---

WEEK 3: Cornell Notes (Homework task 1)

|                           |  |                     |
|---------------------------|--|---------------------|
| Date: 16th September 2024 | Topic: Delayed literacy skills<br>Growth | Revision guide page |
|---------------------------|--|---------------------|

|                        |       |
|------------------------|-------|
| links<br><br>Questions | Notes |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |

Summary

## WEEK 3: Exam Question (Homework task 2)

Date: 16th September 2024

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

Answer:

---

---

---

---

---

---

---

---

---

---

---

## WEEK 3: Exam Question review and improvement (Classwork)

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

Answer:

---

---

---

---

---

---

---



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

Date: 23rd September 2024

**Question:** What does the term development mean?

Answer:

---

---

---

---

---

---

---

---

---

---

## WEEK 4: Exam Question review and improvement (Classwork)

**Question:** What does the term development mean?

Answer:

---

---

---

---

---

---

---

---

---

---

WEEK 5: Cornell Notes (Homework task 1)

|                           |   |                     |
|---------------------------|---|---------------------|
| Date: 30th September 2024 | Topic: Milestones<br>Physical development | Revision guide page |
|---------------------------|---|---------------------|

|           |       |
|-----------|-------|
| links     | Notes |
|           |       |
| Questions |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |

Summary

## WEEK 5: Exam Question (Homework task 2)

Date: 30th September 2024

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

Answer:

---

---

---

---

---

---

---

---

---

---

---

---

## WEEK 5: Exam Question review and improvement (Classwork)

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

Answer:

---

---

---

---

---

---

---

---

---

---

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

Date: 7th October 2024

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

Answer:

---

---

---

---

---

---

---

---

---

---

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

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

Answer:

---

---

---

---

---

---

---

---

WEEK 7: Cornell Notes (Homework task 1)

|                         |   |                     |
|-------------------------|---|---------------------|
| Date: 14th October 2024 | Topic: Fine and gross motor skills<br>English as an additional language | Revision guide page |
|-------------------------|---|---------------------|

|           |       |
|-----------|-------|
| links     | Notes |
|           |       |
| Questions |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |

Summary

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

Date: 14th October 2024

**Question:** What are fine motor skills ?  
What are gross motor skills?

Answer:

---

---

---

---

---

---

---

---

---

---

## WEEK 7: Exam Question review and improvement (Classwork)

**Question:** What are fine motor skills ?  
What are gross motor skills?

Answer:

---

---

---

---

---

---

---

---



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

Date: 21st October 2024

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

[illegible]

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

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

[illegible]

WEEK 9: Cornell Notes (Homework task 1)

|                         |                            |                     |
|-------------------------|----------------------------|---------------------|
| Date: 4th November 2024 | Topic: Negative role model | Revision guide page |
|-------------------------|----------------------------|---------------------|

|           |       |
|-----------|-------|
| links     | Notes |
|           |       |
| Questions |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |
|           |       |

Summary

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

Date: 4th November 2024

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Date: 11th November 2024

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WEEK 10: 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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WEEK 11: Cornell Notes (Homework task 1)

|                          |                                 |                     |
|--------------------------|---------------------------------|---------------------|
| Date: 18th November 2024 | Topic: Intellectual development | Revision guide page |
|--------------------------|---------------------------------|---------------------|

|                        |       |
|------------------------|-------|
| links<br><br>Questions | Notes |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |

Summary

## WEEK 11: Exam Question (Homework task 2)

Date: 18th November 2024

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

[illegible]

## WEEK 11: 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.

[illegible]



## WEEK 12: Exam Question (Homework task 2)

Date: 25th November 2024

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

[illegible]

## WEEK 12: Exam Question review and improvement (Classwork)

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

[illegible]

WEEK 13: Cornell Notes (Homework task 1)

|                         |  |                     |
|-------------------------|--|---------------------|
| Date: 2nd December 2024 | Topic: Transitions<br>Disruptive behaviour | Revision guide page |
|-------------------------|--|---------------------|

|                        |       |
|------------------------|-------|
| links<br><br>Questions | Notes |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |

Summary

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

Date: 2nd December 2024

**Question:** Write down five transitions that a child may experience

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Question:** Write down five transitions that a child may experience

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Date: 9th December 2024

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

[illegible]

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

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

**Answer:**

WEEK 15: Cornell Notes (Homework task 1)

|                          |                             |                     |
|--------------------------|-----------------------------|---------------------|
| Date: 16th December 2024 | Topic: Disruptive behaviour | Revision guide page |
|--------------------------|-----------------------------|---------------------|

|                        |       |
|------------------------|-------|
| links<br><br>Questions | Notes |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |
|                        |       |

Summary

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

Date: 16th December 2024

**Question:** A child often acts disruptively during nursery time. How might this impact each area of PILES.

[illegible]

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

**Question:** A child often acts disruptively during nursery time. How might this impact each area of PILES.

Answer:

---

---

---

---

---

---



## Week 2

|   |                |
|---|----------------|
| <b>Revision Card on Delayed motor skills and Sensory impairments</b><br><br><b>What are the key impacts of sensory impairments?</b><br><br><b>What is a delayed motor skill?</b><br><br><b>What is the social impact of having a delayed motor skill?</b> | <b>Answers</b> |
|---|----------------|



## Week 4

|   |                |
|---|----------------|
| <b>Revision Card on Development</b><br><br><b>What is the definition of development?</b><br><br><b>What is the key difference between development and growth?</b><br><br><b>Identify an example of development?</b><br><br><b>What is holistic development?</b> | <b>Answers</b> |
|---|----------------|



## Week 6

|  |                |
|--|----------------|
| <b>Revision Card on Full term pregnancies and Reflexes</b><br><br><b>What is a sucking reflex?</b><br><br><b>What is a startle reflex?</b><br><br><b>What is a walking reflex?</b><br><br><b>What is a rooting reflex?</b><br><br><b>What is a grasp reflex?</b> | <b>Answers</b> |
|--|----------------|



## Week 8

| <b>Revision Card on Social norms and values</b>                                    | <b>Answers</b> |
|--|----------------|
| <b>What is the definition of a social norm?</b>                                    |                |
| <b>Give an example of a social norm of a child?</b>                                |                |
| <b>What behaviour may be displayed if you have an unawareness of social norms?</b> |                |



## Week 10

| <b>Revision Card on Bonds</b>                                   | <b>Answers</b> |
|---|----------------|
| <b>What is the definition of a bond?</b>                        |                |
| <b>Who might a child have a bond with?</b>                      |                |
| <b>What emotion might a child feel if a bond is taken away?</b> |                |
| <b>Why might a child have difficulties forming a bond?</b>      |                |
| <b>What is post natal depression?</b>                           |                |





## Week 12

| <b>Revision Card on Language development and Babbling</b>          | <b>Answers</b> |
|--|----------------|
| <b>What is meant by the term babbling?</b>                         |                |
| <b>How many words might a child have learnt by the age of two?</b> |                |
| <b>identify a first word said by a baby?</b>                       |                |
| <b>At what age would a first word be said?</b>                     |                |

.....✂.....

## Week 14

| <b>Revision Card on Genes and chromosomes</b> | <b>Answers</b> |
|---|----------------|
| <b>What is meant by a premature birth?</b>    |                |
| <b>What is meant by spina bifida?</b>         |                |
| <b>Name another genetic disorder</b>          |                |
| <b>What is a congenital condition?</b>        |                |
| <b>What is a gene?</b>                        |                |





# Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive