



Aspire Achieve Thrive

Autumn Term
Term 1
Child Development
Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Modern Britain Task 1
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Modern Britain Task 2	English Task 2	Sparx Maths

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
Childcare
Triple Science
Travel and Tourism
Music
Sport
IT

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

Half Term 1 (8 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 2nd September 2024	Cornell Notes on: Child-initiated play	Question: What is child initiated play?
Week 2 9th September 2024	Revision Cards on: Personal Interests	Question: How could you encourage a child to do an activity linking with something they are interested in
Week 3 16th September 2024	Cornell Notes on: Motivation	Question: How could you motivate a child to join in with an activity?
Week 4 23rd September 2024	Revision Cards on: PECS	Question: What other methods other than verbal are there to communicate?
Week 5 30th September 2024	Cornell Notes on: Makaton	Question: Why might makaton be good for a child with a hearing impairment?
Week 6 7th October 2024	Revision Cards on: Self-resilience	Question: In what situation would it be good for a child to have self-resilience?
Week 7 14th October 2024	Cornell Notes on: Locomotor play	Question: What area of development is most improved through locomotor play?
Week 8 21st October 2024	Revision Cards on: Imaginative play	Question: What types of play could an adult set up to support imaginative play?

Half Term 2 (7 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 4th November 2024	Cornell Notes on: Construction play	Question: Why would construction play be good for both physical and social development?
Week 10 11th November 2024	Revision Cards on: Symbolic play	Question: What household object could be used for symbolic play?
Week 11 18th November 2024	Cornell Notes on: Sensory play	Question: What is sensory play and what activity could you plan for it?
Week 12 25th November 2024	Mock Exams	Mock Exams
Week 13 2nd December 2024	Mock Exams	Mock Exams
Week 14 9th December 2024	Cornell Notes on: Adult initiated play	Question: What is adult initiated play and what activity could you set up for it
Week 15 16th December 2024	Revision Cards on: Adult led play	Question: What is adult led play and what activity could you set up for it?

Keywords	Other Information
<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>
<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>
<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>

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

Keywords	Other Information
<p>English as an additional language - when English is not the first language of a child.</p> <p>Social Norms and values - attitudes/behaviours which are considered normal in society</p> <p>Bond - emotional tie between two people.</p> <p>Negative role model - someone who does not set a good example.</p>	<p>Learning English as 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>Child-initiated play - children organise their own play without support of adults.</p> <p>Cognitive/Intellectual play - play which includes problem solving, imagination and listening skills</p> <p>Evaluate - 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>Transitions - changes in children's lives,</p> <p>Disruptive behaviour - unwanted behaviour the disrupts activities such as temper tantrums, challenging adults or breaking toys.</p> <p>Authority figure - person representing authority such as a teacher, early years practitioner, parent or police officer.</p> <p>Friendships - 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 disruptive behaviour. There are different types of disruptive behaviour including challenging authority figures, temper tantrums, hurting others, breaking and damaging toy or defiant behaviour.</p> <p>Transitions may lead to disruptive behaviour. for example: starting school, moving house, death of a relative, birth of a sibling or parental divorce.</p> <p>Children may struggle to form friendships for many reasons, they 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>Adult-led - when an adult plans, organises and leads play</p> <p>Physical play - 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>Expected milestones - development which is expected for a particular age.</p> <p>Physical Circumstances - 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 global development delay.</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>English as an additional language - when English is not the first language of a child.</p> <p>Lack of responsiveness - 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>Emotional Resilience - a person's ability to adapt to stressful situations.</p> <p>Isolate - 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 1: Cornell Notes (Homework task 1)

Date: 2nd September 2024	Topic: Child-initiated play	Revision guide page:
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links Questions	Notes

Summary

WEEK 1: Exam Question (Homework task 2)

Date: 2nd September 2024

Question: What is child initiated play?

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question: What is child initiated play?

Answer:

WEEK 2: Exam Question (Homework task 2)

Date: 9th September 2024

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

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Date: 16th September 2024	Topic: Motivation	Revision guide page
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links	Notes
Questions	

Summary

WEEK 3: Exam Question (Homework task 2)

Date: 16th September 2024

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

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 4: Exam Question (Homework task 2)

Date: 23rd September 2024

Question: What other methods other than verbal are there to communicate?

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question: What other methods other than verbal are there to communicate?

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Date: 30th September 2024	Topic: Makaton	Revision guide page
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links	Notes
Questions	

Summary

WEEK 5: Exam Question (Homework task 2)

Date: 30th September 2024

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

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 6: Exam Question (Homework task 2)

Date: 7th October 2024

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

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Date: 14th October 2024	Topic: Locomotor play	Revision guide page
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links	Notes
Questions	

Summary

WEEK 7: Exam Question (Homework task 2)

Date: 14th October 2024

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

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 8: Exam Question (Homework task 2)

Date: 21st October 2024

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

[illegible]

WEEK 8: Exam Question review and improvement (Classwork)

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

[illegible]

WEEK 9: Cornell Notes (Homework task 1)

Date: 4th November 2024	Topic: Construction play	Revision guide page
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links	Notes
Questions	

Summary

WEEK 9: Exam Question (Homework task 2)

Date: 4th November 2024

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

[illegible]

WEEK 9: Exam Question review and improvement (Classwork)

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

[illegible]

WEEK 10: Exam Question (Homework task 2)

Date: 11th November 2024

Question: What household object could be used for symbolic play?

[illegible]

WEEK 10: Exam Question review and improvement (Classwork)

Question: What household object could be used for symbolic play?

[illegible]

WEEK 11: Cornell Notes (Homework task 1)

Date: 18th November 2024	Topic: Sensory play	Revision guide page:
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links Questions	Notes

Summary

WEEK 11: Exam Question (Homework task 2)

Date: 18th November 2024

Question: What is sensory play and what activity could you plan for it?

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question: What is sensory play and what activity could you plan for it?

Answer:

WEEK 12: Assessment Week Revision (Homework task 1)

Date: 25th November 2024	Topic
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[illegible]

WEEK 12: Assessment Week Revision (Homework task 2)

Date: 25th November 2024	Topic
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[illegible]

WEEK 13: Assessment Week Revision (Homework task 1)

Date: 2nd December 2024	Topic
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[illegible]

WEEK 13: Assessment Week Revision (Homework task 2)

Date: 2nd December 2024	Topic
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[illegible]

WEEK 14: Cornell Notes (Homework task 1)

Date: 9th December 2024	Topic: Adult initiated play	Revision guide page
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links Questions	Notes

Summary

WEEK 14: Exam Question (Homework task 2)

Date: 9th December 2024

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

[illegible]

WEEK 14: Exam Question review and improvement (Classwork)

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

[illegible]

WEEK 15: Exam Question (Homework task 2)

Date: 16th December 2024

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

[illegible]

WEEK 15: Exam Question review and improvement (Classwork)

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

[illegible]

Week 2

Revision Card on Personal Interests	Answers
What is a personal interest?	
How might early years practitioners use personal interests to engage children?	
Identify an example of a personal interest?	
How might a personal interest improve physical development?	

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Week 4

Revision Card on PECS	Answers
What does PECS stand for?	
Identify a form of PECS?	
How might the use of PECS support a child's emotional development?	
Which other areas of development might the use of PECS improve?	

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Week 6

Revision Card on Self-resilience	Answers
What is meant by the term self resilience?	
How can having self resilience improve a child's social development?	
Can you give an example of self resilience in a child?	

Week 8

Revision Card on imaginative play	Answers
What is imaginative play?	
Can you give an example of imaginative play?	
What are the benefits of imaginative play?	
What are the negatives of imaginative play?	



Week 10

Revision Card on sensory play	Answers
What is sensory play?	
Can you give an example of sensory play?	
What are the positives of sensory play?	
What are the negatives of sensory play?	



Week 15

Revision Card on adult initiated play What is adult initiated play? Why is adult initiated play important? What are the negatives of adult initiated play? What other ways are there to arrange play?	Answers
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Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive