STOKE DAMEREL

Aspire Achieve Thrive

## Spring Term
## (Half Term 3 and 4)

# Child Development

## Year 11

**Name: _____**

**Tutor: _____**

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GREENSHAW LEARNING TRUST

# Year 11 Homework Timetable

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|---|---|---|---|---|
| **Monday** | Ebacc<br>Option D<br>Task 1 | Option C<br>Task 1 | Option A<br>Task 1 | |
| **Tuesday** | English<br>Task 1 | Tassomai<br>Daily Goal 1 | Option B<br>Task 1 | |
| **Wednesday** | Sparx | Science<br>Task 1 | Option C<br>Task 2 | |
| **Thursday** | Ebacc<br>Option D<br>Task 2 | Tassomai<br>Daily Goal 2 | Option B<br>Task 2 | |
| **Friday** | Sparx | Science<br>Task 2 | English<br>Task 2 | Option A<br>Task 2 |

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

**Tassomai - 2 Daily Goals per week**

**Sparx - 4 tasks of Sparx per week**

**Year 11 - Homework Plan Subject**

| Week/Date | Homework Task | Examination Question |
|---|---|---|
| Week 1<br>2nd January | **Cornell Notes** on individual circumstances affecting intellectual, language and emotional development | Answer the exam question: Explain two reasons why it is important adaptations are made so children can join in with activities. (4) |
| Week 2<br>9th January | **Revision Cards** on use of technology | Answer the exam question: Justin has a visual impairment. The children are decorating hats to wear to a party. Explain two ways the early years practitioner can adapt the activity so Justin can take part (4). |
| Week 3<br>16th January | **Cornell Notes** on health and safety for different play environments | Answer the exam question: Explain two reasons why being able to make choices is important for children's overall development. (4) |
| Week 4<br>23rd January | **Revision Cards** on role of the adult | Answer the exam question: Explain two reasons why adults should be positive role models for children. (4) |
| Week 5<br>30th January | **Cornell Notes** on importance of praise and rewards during play | Answer the exam question: Explain two ways toys and resources can be organised in a nursery to help children find things easily. (4) |
| Week 6<br>6th February | **Revision Cards** on | Answer the exam question: Explain two reasons why it is important that adults ensure children wear clothing appropriate for the activity. (4) |

| Year 11 Term 1 Knowledge Organiser Week 1-3 Child Development | | |
|---|---|---|
| **Week** | **Keywords** | **Other Information** |
| 1 | **Poor concentration levels** - difficulty focusing on what they are doing for long.<br>**Literacy** - reading and writing skills.<br>**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 . For example, a child with delayed or restricted gross motor skills may struggle to take part in play, this can affect their social development as they struggle to form friendships and their language development as we learn language by being exposed to others. |
| 2 | **Smart device** - something which allows you to connect to other devices/networks.<br>**Inappropriate content** - information/pictures which could be upsetting or dangerous for a child to view such as violence. | There are benefits and risks associated with children using technology. The benefits include: developing problem solving skills and language skills, access to information development of hand-eye coordination. Risks of internet usage include: cyberbullying and online abuse, phishing, scams and downloading of malware. In order to keep children safe online, it is important to educate them in the risks and use **parental controls** where necessary. Children should also not share personal information online, including: birth date, email address, phone number, full number and address. |
| 3 | **Immovable** - fixed and impossible to move<br>**Trip hazard** - objects on the floor which could cause someone to fall over.<br>**Accessibility** - how easy it is for an area to be reached and entered.<br>**Toileting needs** - the need to use the toilet.<br>**Basic needs** - food, water, warmth. | Staff should be aware of the health and safety considerations of different play environments as these will be different for inside and outside play. For inside play, the corridors should be kept empty and able to accommodate two people side by side. In addition to this, it is important to consider furniture - it should be size appropriate and ideally have no sharp corners. It is safer for it to be immovable. Flooring should also be carefully considered - some can become slippery if wet or people can trip on rugs.<br>For outside, it is essential to ensure that children are dressed appropriately for the weather: sun cream/hats, waterproof coats, hat and gloves. It is also important to ensure all basic needs are met by ensuring children have access to water and food when out on trips as necessary, as well as taking into consideration toileting needs of children. |

| Week | Keywords | Other Information |
|---|---|---|
| 4 | **Inclusive** - including everyone<br>**Right to learn** - a moral and legal entitlement to have an education and learn.<br>**Desired behaviour** - the way in which we want children to behave.<br>**Additional needs** - indicated that a child may need extra support to help them participate. | Play should be adapted to promote an inclusive learning environment. This is important as every child has the right to learn as decided by The **United Nations convention on the Rights of the Child**. This means there is a legal responsibility to ensure every child learns and play should be adapted for individual circumstances. To do this, each of the five areas of development should be promoted equally.<br>The role of the adult, therefore, is to promote inclusion by modelling desirable behaviour, interacting with children with additional needs and giving children a choice when planning activities. Inclusion means everyone is involved regardless of ethnicity, religion, language, gender or disability. |
| 5 | **Praise** - expression of approval<br>**Reward** - given in recognition of effort or achievement<br>**Communication methods** - different ways in which we can communicate with each other, for example different languages, sign language, non-verbal communication. | Part of the role of the adult in play and learning is to respond positively to them, this could include the use of praise and rewards. This helps develop a child's confidence and self-esteem, as well as encouraging children to repeat desired behaviours. The adult should also recognise any signs of boredom in the child as this can lead to loss of concentration. If a child is bored, the adult should respond by adapting the activity.<br>Promoting inclusivity is beneficial to all children, not just those with additional needs. This is because it promotes positive behaviour and makes children more responsive and adaptable to differences. |
| 6 | **Specific Areas** - different areas in a setting that organises the play activities and resources.<br>**Explain** - Say how or why something happens; 'because' will be an important part of your answer. | Organisation of play areas is essential in an early years setting. This allows children to find things easily and tidied away easily too which can avoid trip hazards. The way this is organised should be age appropriate, for younger children this may include using pictures as for a labelling system and for all ages drawers and cupboards should be height appropriate. One way of organising is to divide the space into separate areas for example messy area, story area, or role play corner. |

# WEEK 1

Date…….

Explain two reasons why it is important adaptations are made so children can join in with activities. (4)

Answer:-

# WEEK 2

Date…….

Justin has a visual impairment. The children are decorating hats to wear to a party.

Explain two ways the early years practitioner can adapt the activity so Justin can take part. (4)

Answer:-

# WEEK 3

Date…….

Explain two reasons why being able to make choices is important for children's overall development. (4)

Answer:-

# WEEK 4

Date…….

Explain two reasons why adults should be positive role models for children. (4)

Answer:-

# WEEK 5

Date…….

Explain two ways toys and resources can be organised in a nursery to help children find things easily. (4)

Answer:-

# WEEK 6

Date…….

Explain two reasons why it is important that adults ensure children wear clothing appropriate for the activity. (4)

Answer:-

## 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.

**Date** / / **Topic**

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**Summary**

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# WEEK 3

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**Summary**

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# WEEK 5

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Summary

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# WEEK 7

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| Revision Card | Answers |
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| 1. State s benefit of children using technology.<br>2. What is meant by the term “smart device”?<br>3. State a disadvantage of internet usage?<br>4. What is meant by inappropriate content?<br>5. Give an example of personal information that shouldn’t be shared. | |

| Revision Card | Answers |
| --- | --- |
| 1. Give an example of sensory needs<br>2. Who decided that children have the right to learn?<br>3. What is meant by the term right to learn?<br>4. Give an example of the role of an adult<br>5. Give a characteristic for which people should not be discriminated against. | |

| Revision Card | Answers |
| --- | --- |
| 1. What is meant by the term specific area?<br>2. Give an example of different areas a nursery could use.<br>3. Why is it important for play areas to be organised?<br>4. What is meant by the term explain?<br>5. Give two adaptations for organising an area for younger children | |

STOKE DAMEREL

Aspire Achieve Thrive

## Spring Term
## (Half Term 4)

# Child Development

## Year 11

**Name: _____**

**Tutor: _____**

**Year 11 - Homework Plan Subject**

| Week/Date | Homework Task | Examination Question |
|---|---|---|
| Week 1<br>20th February | **Cornell Notes** on adapting for physical needs | Answer the exam question: Marley is four years old and has delayed social and emotional skills. Explain two activities that the key person could provide to support Marley's social and emotional development. (4) |
| Week 2<br>27th February | **Revision Cards** on cognitive and communication needs. | Answer the exam question: Sasha is three and starting nursery. Olga, the key person, has noticed that Sasha is very quiet and does not explore. Explain two ways Olga could support Sasha's play and learning. (4) |
| Week 3<br>6th March | **Cornell Notes** on supporting language needs | Answer the exam question: Assess the benefits of role-play activities to children's learning and overall development. (6) |
| Week 4<br>13th March | **Revision Cards** on social and emotional needs and self-resilience. | Answer the exam question: Zara is three years old. At preschool Zara is learning how to play with other children. The adults are encouraging her to join in group activities.Explain two ways group activities may help Zara's social development. (4) |
| Week 5<br>20th March | **Cornell Notes** on physical circumstances affecting development | Answer the exam question: Explain two ways the early years assistant could adapt a card-making activity, so a child with a visual impairment can take part. (4) |
| Week 6<br>27th March | **Revision Cards** on transitions and disruptive behaviour. | Answer the exam question: Explain two benefits to children's development of adult-initiated play. (4) |

| Year 11 Term 1 Knowledge Organiser Week 1-3 Child Development | | |
|---|---|---|
| **Week** | **Keywords** | **Other Information** |
| 1 | **Grasping** - movement of grabbing something by closing fingers around it.<br>**Visibility** - state of being able to see or be seen.<br>**Sensory needs** - difficulty seeing or hearing.<br>**Contrasting colour scheme** - using two opposite colours to help visibility. | To help children with physical needs, space should be considered. There needs to be enough space for the child to move around freely, accommodating for the use of a mobility aid where necessary; this could involve rearranging furniture. Lighting is important for children with physical needs and visual impairment, children need to be able to see to move around. This could include increasing light levels and making use of contrasting colours so furniture stands out against the background to make it easier to avoid. The level of activity may need to be considered. A table may need lowering for a child in a wheelchair or putting activities on the floor if that is where the child is more comfortable. |
| 2 | **Concentration span** - the amount of time a person can concentrate.<br>**Modify -** make changes to something<br>**Overwhelming** - very intense or hard to deal with. | For cognitive and language/communication needs, activities can be adapted in various ways. The length of the activity can be shortened so children stay engaged for the entire activity. One way this could be achieved is by breaking activities down into small steps which are more achievable for the attention span of the child.<br>For other individual needs, activities may be adapted to become less overwhelming. This can be achieved by removing the number of parts or removing some choice - for example letting them choose from two activities not three. |
| 3 | **PECS** - alternative communication which allows children to use pictures.<br>**Makaton** - uses signs and symbols to help children communicate. | 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, algonside adult modelling. |

| Year 11 Term 1 Knowledge Organiser Week 4-6 Child Development | | |
|---|---|---|
| **Week** | **Keywords** | **Other Information** |
| 4 | **Self-resilience** - ability to independently prepare for life's stresses and challenges | 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 structured approach to learning as children often find routines comforting and less stressful.<br>Adults can support children in activities by encouraging them, giving them choice and focusing on areas of interest. Sometimes choice may be removed as this can be overwhelming, but this would be to reduce the choice given, not completely eliminate it |
| 5 | **Restricted motor skills -** when a child is unable to control their muscle movements as well as other children their age.<br>**Delayed motor skills** - when a child's motor skills are not progressing as quickly as others their age. | 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.<br>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. |
| 6 | **Transitions** - changes in children's lives,<br>**Disruptive behaviour** - unwanted behaviour that disrupts activities such as temper tantrums, challenging adults or breaking toys.<br>**Authority figure -** person representing authority such as a teacher, early years practitioner, parent or police officer.<br>**Friendships** - relationship between friends | 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.<br>**Transitions** may lead to disruptive behaviour. For example: starting school, moving house, death of a relative, birth of a sibling or parental divorce.<br>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. |

# WEEK 1

Date…….

Marley is four years old and has delayed social and emotional skills.

Explain two activities that the key person could provide to support Marley's social and emotional development. (4)

Answer:-

# WEEK 2

Date…….

Sasha is three and starting nursery. Olga, the key person, has noticed that Sasha is very quiet and does not explore.

Explain two ways Olga could support Sasha's play and learning. (4)

Answer:-

# WEEK 3

Date…….

Assess the benefits of role-play activities to children's learning and overall development. (6)

Answer:-

# WEEK 4

Date…….

Zara is three years old. At preschool Zara is learning how to play with other children. The adults are encouraging her to join in group activities.

Explain two ways group activities may help Zara's social development. (4)

Answer:-

# WEEK 5

Date…….

Explain two ways the early years assistant could adapt a card-making activity, so a child with a visual impairment can take part. (4)

Answer:-

# WEEK 6

Date…….

Explain two benefits to children's development of adult-initiated play. (4)

Answer:-

**Date** / / **Topic**

# WEEK 1

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**Summary**

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# WEEK 3

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**Summary**

Date / / Topic

# WEEK 5

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# WEEK 7

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| Revision Card | Answers |
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| 1. Define the term concentration span<br>2. What is meant by the word overwhelming?<br>3. Give an example of when a child may feel overwhelmed<br>4. How can an activity be modified to be less overwhelming for a child?<br>5. How can an activity be adapted for a child with a short attention span?. | |

| Revision Card | Answers |
| --- | --- |
| 1. What is meant by the term self-resilience?<br>2. Independence comes under which area of development?<br>3. How can adults support the development of self-resilience?<br>4. Why are routines good for children?<br>5. What happens to engagement if an activity suits the interests of the child? | |

| Revision Card | Answers |
| --- | --- |
| 1. Give an example of a transition a child may experience<br>2. Why may a child struggle to form friendships?<br>3. Define the term disruptive behaviour<br>4. Give an example of disruptive behaviour a child may show<br>5. Why might a child show disruptive behaviour? | |

# Aspire ACHIEVE Thrive

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