STOKE
DAMEREL

Aspire | Achieve | Thrive

Spring Term
(Half Term 3 and 4)
Child Development
Year 10

Name: _____

Tutor: _____

GREENSHAW
LEARNING TRUST

Year 10 Homework Timetable

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

Tassomai - 2 Daily Goals per week
Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

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

Year 10 - Homework Plan Subject

Week/Date	Homework Task
Week 1 2nd January	**Cornell Notes** on environmental and socio-economic factors which can affect development.
Week 2 9th January	**Revision Cards** on teaching children how to use technology
Week 3 16th January	**Cornell Notes** on socio-economic factors which can affect development
Week 4 23rd January	**Revision Cards** on exam technique and how to adapt an activity or resource for a physical disability
Week 5 30th January	**Cornell Notes** on areas of development and the skills which fall under which area, as well as how the areas are connected
Week 6 7t February	**Revision Cards** on health and safety for inside and outside environments.

Year 10 Term 3 Knowledge Organiser Week 1-3 Child Development		
Week	Keywords	Other Information
1	**Prescription Drugs** - medication that has been prescribed by a doctor/other medical professional. **Illegal drugs** - substances that have no benefit or deemed harmful to health, such as cannabis, cocaine and heroin. **Socio-economic factors** - relationship between social and financial factors. **Discrimination** - treating individuals of social groups differently based on prejudice.	Parental use of drugs and alcohol can have effects on parents which influence the care they provide for the child - they may: miss feeds/mealtimes, have more accidents in the home or neglect a child's basic needs. Parental smoking can be inhaled by the child as secondary smoke causing respiratory infections, cancers and infection. A child may experience effects of dsicrimination based on various characteristics, including race and culture. This may mean they are not given the same opportunities as others, as well as having an effect on self-esteem. Poverty can be interpreted in two ways - **relative poverty** (not affording average activities) or **absolute poverty** (being unable to afford basics). A fami;ly may be living in poverty because of: job loss, relationship breakdown, death, inability to work, or illness.
2	**Smart device** - something which allows you to connect to other devices/networks. **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	**Socio-economic factors** - relationship between social and financial factors. **Bond** - emotional tie or relationship between two people **Assess** - make an informed judgement	Different factors can affect the relationship formed between parents and their child, including: holding them soon after birth, sharing feeding, holding/cuddling them and spending time with them. Some factors prevent that bond from forming: having multiple carers, not being held regularly, being left to cry and rough handling are a few examples. In your exam, you will be asked to assess how an activity or circumstance affects development. To do this, you must consider the effect it has on all areas of development, as well as talking about how it does affect that area of development.

	Year 10 Term 3 Knowledge Organiser Week 4-6 Child Development	
Week	**Keywords**	**Other Information**
4	**Explain** - Requires identification of a point and linked justification/ exemplification of that point. The answer must contain some linked reasoning **Give** - Learners provide one or more piece(s) of information.	Explain questions in child development exams often ask you to suggest a resource and how that helps development. For example, explain two adaptations that could be made to support a child with a physical disability. For this you would have to state an adaptation that could be made and then tell the examiner how this would support the child. So: To help a child with a physical disability the early practitioner could adapt the space by moving furniture. This is because it would make it easier for the child to move around freely without bumping into things, especially if they have a mobility aid.
5	**Assess** - make an informed judgement **PILES -** physical, intellectual, language, emotional, social **Holistic** - whole	Assess questions rely on you being able to talk confidently about all areas of development and what they include. Physical - fine and gross motor skills, sensory development, spatial awareness, hand-eye coordination. Intellectual - memory, information processing and problem solving. Language - speaking, listening and understanding Social - development of securel, positive relationships with others Emotional - development of trust, independence and resilience. The areas of PILES are related, for example a child who cannot take part in play due to issues with physical development may not pick up language from their peers, develop friendships or take part in activities to help problem solving and other cognitive skills.
6	**Immovable** - fixed and impossible to move **Trip hazard** - objects on the floor which could cause someone to fall over. **Accessibility** - how easy it is for an area to be reached and entered. **Toileting needs** - the need to use the toilet. **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. Outside, it is essential to ensure that children are dressed appropriately for the weather: sun cream/hats, waterproof coats, hats 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.

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**

WEEK 1

Questions	Notes

Summary

Date / / **Topic**

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

✂

Revision Card on	Answers
1. Define the term smart device 2. State a benefit of children using technology 3. Give a risk of children using technology 4. Give an example of personal information which should not be shared online. 5. Define the term inappropriate content	

....

Revision Card on	Answers
1. What are the five main areas of development? 2. Give an example of gross motor skills 3. If a child does not take part in play, how could that affect language development? 4. If a child has a language delay, how could that affect social development? 5. If a child has delayed social skills, how could that affect emotional development?	

....

Revision Card on	Answers
1. Define the term trip hazard 2. Give an example of a trip hazard 3. How could flooring become a hazard? 4. State an example of a basic need 5. What might a child wear to protect them from the sun?	

Spring Term
(Half Term 4)
Child Development
Year 10

Name: _____

Tutor: _____

Year 10 - Homework Plan Subject

Week/Date	Homework Task
Week 1 20th February	**Cornell Notes** on developmental milestones for 6 months old.
Week 2 27th February	**Revision Cards** on growth and how it is measured.
Week 3 6th March	**Cornell Notes** on physical and social development for a 2 years-old
Week 4 13th March	**Revision Cards** on factors which can affect development
Week 5 20th March	**Cornell Notes** on intellectual and emotional development for a 4 year-old.
Week 6 27th March	**Revision Cards** on factors which can affect development.

Year 10 Term 4 Knowledge Organiser Week 1-3 Child Development	
Week	**Keywords**	**Other Information**
1	**Development** - skills and knowledge gained over time. **Milestone -** a stage or event in a process **Communication** - exchanging information between people. **Babbling** - stream of sounds that babies make before they can say actual words.	At six months old, a child's communication with an adult will be primarily to make them aware of their basic needs, for example whether they are tired or hungry. They may also cry because they are uncomfortable in some way. To learn language, babies need to be exposed to language in their environment. Untilt they are able to talk properly, at six months old babies can also use body language and babbling to express themselves. By six months, they are also able to recognise changes in tone of a carer's voice as well as being able to vocalise in turn with an adult.
2	**Mean** - average worked out by adding all the numbers together and diving by the amount of numbers. **Growth** - increase in size and mass **Proportion** - consider something in comparison to something else **Circumference** - distance around a circle/sphere.	A baby's growth should be tracked by measuring their weight, length/height and head circumference. This is usually carried out by a health visitor (a specially trained nurse or midwife) or checked at other health appointments. The measurements are carried out at regular intervals until the professional is happy that the child is developing as expected. This is assessed using a centile chart - this is a graph used to track height and weight of a child. The height and weight of the child is compared to the lines on the chart to predict their development. This is important as if the child is not making the expected progress, it could be a sign of illness or disability.
3	**Milestone -** a stage or event in a process **Physical development** involves reflexes, senses, and fine and gross motor skills. **Social Development** involves development of secure positive relationships with others.	Children go through patterns of development. This means that regardless of ability, children follow the same order of skills, for example crawling before walking and walking before running. Age groups come with set milestones, for example by 2 years and 6 months old, a child should be able jump from a small step, kick a large ball without control and feed themselves with a spoon as part of their physical development milestones. For their social development milestones they may have started going to an early years setting (nursery or preschool), where they will start to develop friendships and play alongside others. This is an important step as it helps children to develop trust in others which can help them develop secure relationships with others in the future. In addition to friends formed at nursery, the child may have a key person which can help them develop secure relationships.

Year 10 Term 4 Knowledge Organiser Week 4-6 Child Development		
Week	Keywords	Other Information
4	**Chronic condition** - a condition which is long lasting **Acute condition** - a condition which starts suddenly and, usually, is not long lasting **Socio-economic** - relationship between social and financial factors. **Balanced diet** - eating a wide variety of food including proteins, carbohydrates, fats and vitamins in proportion. **Asthma** - a chronic condition affecting the lungs and airway causing wheezing, coughing and tightness of the chest.	There are many factors which can affect the development of a child, which are put into the categories physical, environmental or socio-economic. Physical factors include health and diet. If a child has a chronic health condition such as asthma it can affect their development as they may miss out on opportunities such as physical play activities or days at nursery for hospital appointments. It is also important that the children have a balanced diet which can be difficult if a child is a fussy eater. This could mean that they are not getting the correct vitamins and nutrients in their diet which could lead to further health problems or issues with growth. Environmental factors which affect development include lack of suitable housing, poverty, abuse and neglect, and parental drug or alcohol use. Socio-economic factors which affect development include poverty, discrimination, and relationship with adults.
5	**Milestone -** a stage or event in a process **Intellectual development** involves memory, information processing and problem solving. **Emotional development** involves development of trust, independence and emotional resilience.	Children go through patterns of development. This means that regardless of ability, children follow the same order of skills, for example babbling before using words and using words before sentences. By the time a child is four, they should know and talk about different tenses, count to ten, show simple problem solving skills, and have a sense of humour for their intellectual development. For emotional development, they should show sensitivity towards others, be confident and self-assured but still seek comfort from adults when injured or ill.
6	**Socio-economic** - relationship between social and financial factors. **Housing needs** - when families do not have suitable housing, for example temporary housing or overcrowded housing. **Relative poverty** - cannot afford regular living patterns, including normal activities.	There are many factors which can affect the development of a child, which are put into the categories physical, environmental or socio-economic. Environmental factors include housing needs, like living in a small or overcrowded house, which can affect development of friendships and physical skills through play. Socio-economic factors include income and relationships with adults. Families can end up in poverty for different reasons, this may mean they cannot afford the basics (**absolute poverty**) or cannot afford activities like other families (**relative poverty**). Some parents may work away to support their family and may not spend time with their children, which can affect the bond formed between them.

Date / / **Topic** **WEEK 1**

Questions	Notes

Summary

Date / / **Topic** **WEEK 3**

Questions	Notes

Summary

Date   /   /   **Topic**   # WEEK 5

Questions	Notes

Summary

Date / / **Topic** **WEEK 7**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

✂

Revision Card on	**Answers**
1. What is meant by the term circumference? 2. Which healthcare professional tracks the growth of a child? 3. Which three factors are tracked to measure growth? 4. How is the growth of a child predicted? 5. Why is growth tracked?	

....

Revision Card on	**Answers**
1. What is the difference between a chronic condition and an acute condition? 2. What is asthma? 3. How can having a chronic health condition affect social development? 4. State an environmental factor which can affect development. 5. Give a socio-economic factor which can affect development	

....

Revision Card on	**Answers**
1. What is meant by the term housing needs? 2. How can living in a small house affect friendships and social development? 3. Give an example of a socio-economic factor which can affect development. 4. Define the term absolute poverty. 5. How can parental employment affect emotional development?	

Aspire (ACHiEVE) Thrive

Develop your character

STOKE DAMEREL

Aspire | Achieve | Thrive