STOKE DAMEREL
Community College

Cycle 2

Child Development

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Art Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	

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

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		

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Child Development Cycle 2 - Homework Plan

Week / Date	Homework task
Week 1 September 6th	**Cornell Notes:** Planning physical play, cognitive, language, emotional and social opportunities 0-18 months
Week 2 September 13th	**Revision Card:** Fine and gross motor skills
Week 3 September 20th	**Cornell Notes:** Planning physical play, cognitive, language, emotional and social opportunities 18 months-3 years
Week 4 September 27th	**Revision Card:** Listening and creativity skills
Week 5 October 4th	**Cornell Notes:** Planning physical play, cognitive, language, emotional and social opportunities 3-5 years
Week 6 October 11th	**Revision card:** Developing friendships and forming relationships
Week 7 and 8 October 18th/ November 1st	**Revision**: Cornell Notes / Mind map / Revision Card
Week 9 November 8th	**Plug the gaps**

Week	Vocab	Definitions	Knowledge

Year 10 Child Development Knowledge Organiser

1	**Hand eye coordination-** Coordination control of eye movements with hand movements **Spatial awareness**- Understanding where you are in relation to the objects in your environment **Attention skills-** Noticing and concentrating on something **Cognitive development-** Information processing, memory and problem solving **Reception**-It is the first class that they go to school in, play and learning in reception still follows the EYFS framework. Most learning is through play, but stills are built on that they already know.	There maybe other siblings or children around. Children feel comfortable in their own home, and are less likely to feel worried or anxious. **Nurseries**-are usually run by a private business to make a profit. Children may attend on a full or part time basis. Adults follow the EYFS framework and make sure that child meet their milestones properly. **Pre school-**Cares for children between the age of 4-5 years, helping them to learn skills such as reading and writing. Some per schools are a part of a nursery and some are part of infant schools. **Community based groups-**For under the age of 5's. They will often have different groups, baby groups, toddler groups or parent and tot groups. It's a good way for parents to get to know other parents of young children.
Week		
2	**Fine and gross motor skills** **Bodily coordination-** movement of different areas of the body **Manipulating-** Handling or control over objects **Body management-** Skills used to control the body **Accurate-** Free from mistakes	**Gross Motor skills**-The movement of larger muscle groups and body management skills starts when a baby is born. Body coordination comes from a child kicking their legs and moving their arms around in an attempt to understand their body and the world around them. **Fine motor skills-**Fine motor skills allow a baby to be more accurate in manipulating objects. They require precise movements and are usually developed after gross motor skills.
Week		
3	**Planning language learning opportunities 0-18 months** **Refining-** Making changes to improve **Lift-the-flap books -** Have flaps on pages which show images or text underneath **Textured stories-** Use materials to suggest what something feels like **Interaction-**involvement with others	**Vocabulary and literacy skills** Vocabulary is very limited at this early age, by the age of 6 months children will understand the word 'no' and no how to babble. Around 15-18 months children will have approximately 15 words. **Understanding other people's experiences** To start building the foundation for others experiences adults working with young children can: help children to join in celebrations for different festivals. Show photographs and talk about places they know (to children around 15-18 months). They can share stories and use photographs of other children and people from different cultures and talk about them.

Year 10 Child Development Knowledge Organiser

Week	Vocab	Definitions	Knowledge
4	**Listening and creativity skills** **Social bonds-**attachment to other people **Emotional bonds-**having a connection with a person **Creativity** Between 18 months and 2 years, many children will use their imagination and act out pretend games. Usually they are based on home life situations, answering the phone to mummy or daddy, going to work, doing the laundry and looking after the baby. Children might create a play but it will usually be based on what they have witnessed.		**Listening** These activities promote listening skills. -Reading story books with children allows children to develop their imagination. It also allows them to develop their vocabulary. -Books that are not familiar with children allows them to develop new words. -To encourage listening skills, children could go on listening walks. On a listening walk they are taken to a wooded area, they are asked to be silent and listen to what is going to around them. -Songs such as 5 little ducks allow children to practice rhyming of words.
Week			
5	**Planning emotional and social learning opportunities 0-18 months** -Sometimes it is difficult for young children to express themselves as they do not fully understand their own emotions. Practising understanding their own facial expressions can help them identify how they feel. -Younger babies can have a place to be calm where they can have special toys and comfort blankets. -By 18 months, children have more understanding. Finger puppets or dolls can be used to show expressions of feelings. Young babies are attached to their caregiver and will often show distress when they leave. Adults can use carpets time to show photos of and talk about the people who are special to them. Adults can also have one to one time with children to create stronger bonds.		
Week			
6	**Developing friendships and forming relationships** Relationships are limited at this age as children are generally not confident with strangers, Babies will develop strong emotional and social bonds with their primary caregiver. -Although friendships do not emerge at a young age, it is important that adults allow children to watch during activities with others. This will allow them to form the basis of relationships and understand how to react in the future. -Singing in youngs such as 'five little monkeys' teaches children about having fun with others. -A calming play activity for babies can be based around massage. Adult can sing and talk to babies as they massage their arms and legs. This hewlps the baby to trust and build emotional bonds.		
7&8	**Revision and Consolidation**		

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**

Questions	Notes

Summary

Date / / **Topic**

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision card on fine and gross motor skills	**Answers**
1 What is hand eye coordination? 2. What is meant by a gross motor skill? 3. Give an example of a gross motor skill? 4. What is meant by a fine motor skill? 5. Give an example of a fine motor skill? 6. Would a child develop a fine or gross motor skill first and why? 7. What is meant by the term spatial awareness?	

Revision card on Listening and creativity skills	**Answers**
1. Identify a problem solving activity for a 3 year old? 2. Identify a nursery rhyme that promotes numeracy development? 3. How can you develop listening skills in a child? 4. Identify an indoor activity that develops cognitive skills? 5. Why is reading important? 6. What is an advantage of learning outside? 7. Give an advantage and disadvantage of a lift flap book?	

Revision card on developing friendships and forming relationships	**Answers**
1. Why is taking turns important? 2. What is sharing? 3. Identify two types of relationship? 4. What is a positive effect of having friends? 5. What is a negative effect of friendship? 6. Who might you have an intimate relationship with? 7. How might a person express their emotions?	