STOKE DAMEREL

Aspire Achieve Thrive

## Cycle 4

# 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 | Option A |
| **Wednesday** | Hegarty | Science | Modern Britain | Option C |
| **Thursday** | Ebacc Option D | Tassomai | Bedrock Learning | Option B |
| **Friday** | Hegarty | Science | English | Option A |

**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 | | |

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GREENSHAW LEARNING TRUST

# Child Development Cycle 4 Homework Plan

| Week / Date | Homework task | Exam Question |
|---|---|---|
| **Week 1**<br><br>25th April 2022 | **Cornell Notes:**<br><br>Physical circumstances that may impact on learning and development. | **Question 1**<br><br>List and describe two physical circumstances that can affect a child's learning and development (4) |
| **Week 2**<br><br>2nd May | **Revision Card:**<br><br>Disruptive behaviour | **Question 2**<br><br>What is restricted and delayed development and explain the difference between them (4) |
| **Week 3**<br><br>9th May | **Cornell Notes:**<br><br>Cognitive and intellectual circumstances that impact on development | **Question 3**<br><br>Which areas of children's development can be affected by poor concentration levels? (4) |
| **Week 4**<br><br>16th May | **Revision Card:**<br><br>Physical circumstances that may impact on learning and behaviour | **Question 4**<br><br>Give three benefits to children's development of learning English as an additional language. (3) |
| **Week 5**<br><br>24rd May | **Cornell Notes:**<br><br>Social and emotional circumstances that may impact on learning and development | **Question 5**<br><br>Explain the impact on children's development if they have difficulty forming bonds with adults. Give two examples for each area of development (8) |
| **Week 6**<br><br>6th June | **Revision card:**<br><br>Cognitive and intellectual circumstances that may impact on development | **Question 6**<br><br>Explain why forming relationships is important to children's learning and development ( 4) |
| **Week 7 and 8**<br><br>13th and 20th June | **Revision**:<br><br>Cornell Notes / Mind map / Revision Card | **Revision**<br><br>Give three examples of disruptive behaviour (3) |
| **Week 9**<br><br>27th June | **Plug the gaps** | |

| Knowledge Organiser CD | | | | |
|---|---|---|---|---|
| **Week** | **Key themes – 3** | **Key terms** | | **Additional information** |
| **1** | **Restricted gross motor skills-** A child is unable to control the large muscles in their bodies as well as other children of the same age | **Delayed fine motor skills-** The small movements of a child's hands and fingers are not progressing as quickly as other children of the same age | **Poor concentration levels-** When children find it difficult to focus on what they are doing and/or focus for long | **Three age ranges that you would focus on;**<br><br>**0-18 months**<br><br>**18 months- 3 years**<br><br>**3-5 years** |
| | **Restricted fine motor skills-** A child is unable to control the small muscles in their bodies as well as other children of the same age | **Fine motor skills-** Small muscle movements | **Delayed literacy skills-** When a child's reading and writing skills are not progressing as quickly as children of the same age | |
| | **Delayed gross motor skills-** The large movements of a child's body are not progressing as quickly as other children of the same age | **Gross motor skills-** Large muscle movements | **Age range-** What categorie a child's age comes under | |
| **Week** | **Key themes – 3 factors** | | | |
| **2** | **EAL-** English as an additional language | | **Bonds-** An emotional tie between two people | **-Children who have a limited interaction with adults may;**<br><br>- Have a lack of interest in things<br>- Do not learn how to join in and play with other children<br>- Behave unacceptably in order to gain the adults attention<br>- Do not develop language skills |
| | **Negative role model -** Someone who does not set a good example | | **Limited interaction with adults-** Not much communication and contact with adults | |
| | **Social norms and values-** Attitudes and behaviours that are considered normal in society | | **Limited experience of play-** Not spent time playing with other | |
| **Week** | **Key themes – 3 factors** | | **Key terms** | **Additional information** |
| **3** | **Friendship-** Relationships between friends | | Challenging the authority of adults | **Three age ranges that you would focus on;**<br><br>**0-18 months**<br><br>**18 months- 3 years**<br><br>**3-5 years** |
| | **Disruptive behaviour -**Unwanted behaviour that disturbes and interrupts activities. | | Temper tantrums or emotional outbursts | |
| | **SIgns of disruptive behaviour -** Children may display certain signs when trying to cause disruption | | Breaking toys or damaging items | |

# Knowledge Organiser

| Week | 3 Key Responsibilities | Key terms |
|---|---|---|
| 4 | **Transition -** Changes in children lives | - |
| | **Care or educational providers-** Settings that provide formal care or education for children | |
| | **Sibling -** A brother or sister | |

| Week | Key themes | Key terms | Additional information |
|---|---|---|---|
| 5 | **Significant family member -** A close family member such as a parent, sibling or grandparent. | **Expected milestones-** Development that is expected at a particular age | - P- Physical<br>- I - Intellectual<br>- L - Language<br>- E- Emotional<br>- S - Social |
| | **Family structure -** The way in which a family is organised | **All areas of development-** Physical, cognitive/intellectual, communication, language and social and emotional | |
| | **Emotions -** How you feel and how you express it | **Initiate play-** To start play | |

| Week | Key themes | | Key terms | Additional information |
|---|---|---|---|---|
| 6 | **Varying levels-** Surfaces at different heights | **Constructive -** Intending to have a use or purpose | **Preferences-** Things that children prefer to do | **Why might children find varying levels difficult?**<br>- **Physical disability**<br>- **delayed/Behind in gross motor skills** |
| | **Navigate-** Move with planned direction | **Sustain involvement-** Being involved for an extended period without interruption | **Perceived-** Interpreting something in a particular way | |

| Week | Key terms | | | |
|---|---|---|---|---|
| 7 | **Lack of responsiveness-** Not responding to people | **Isolate-** Cause a person to be alone/apart from others | **Emotional resilience-** A person's ability to be able to adapt to a stressful situation | **Rules-** Set of instructions that a child has to follow |

# WEEK 1

Date…….

List and describe two physical circumstances that can affect a child's learning and development (4)

Answer:-

# WEEK 2

Date…….

What is restricted and delayed development and explain the difference between them (4)

Answer:-

# WEEK 3

Date…….

Which areas of children's development can be affected by poor concentration levels? (4)

Answer:-

# WEEK 4

Date…….

Give three benefits to children's development of learning English as an additional language. (3)

Answer:-

# WEEK 5

Date…….

Explain the impact on children's development if they have difficulty forming bonds with adults. Give two examples for each area of development (8)

Answer:-

# WEEK 6

Date…….

Explain why forming relationships is important to children's learning and development (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

# WEEK 1

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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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| Revision Card on disruptive behaviour | Answers |
| --- | --- |
| 1 What is disruptive behaviour<br><br>2 Give an example of disruptive behaviour<br><br>3 Why might a child show disruptive behaviour<br><br>4 How might disruptive behaviour negatively impact the child's learning<br><br>5 How might disruptive behaviour negatively impact other children's learning<br><br>6 How would you recognise disruptive behaviour<br><br>7 At what age would a child usually have a temper tantrum | |

| Revision Card on Physical circumstances that may impact on learning and development. | Answers |
| --- | --- |
| 1 What is a sensory impairment<br><br>2 What is a restricted fine motor skill<br><br>3 What is a resitgriced gross motor skill<br><br>4 What is a delayed gross motor skill<br><br>5 What is a delayed fine motor skill<br><br>6 What are the two types of sensory impairments | |

| Revision Card on cognitive and intellectual circumstances that may impact on development | Answers |
| --- | --- |
| 1 Poor concentration levels means<br><br>2 What does 'delayed literacy skills' mean<br><br>3 What might a child who has poor concentration levels do?<br><br>4. Will a child with delayed literacy skills struggle to read?<br><br>5 Why might a child who is left handed struggle<br><br>6 How might you know if a child has delayed literacy skills?<br><br>7 Will a child's handwriting be impacted if they have delayed literacy skills | |