



**Summer Term
Term 3**

Child Development

Year 10

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 10 Homework Timetable

Monday	English Task 1	Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Sparx Maths	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Option A Task 2	Sparx Science	Option B Task 2
Friday	Science Task 2	Science Task 2	

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A
History
Geography

Option B
Child Development
Health and Social Care

Option C
Psychology
Health and Social Care
Sport

Half Term 5 (5 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 21st April 2025	Cornell Notes on: on child-initiated play, inside and outside play, and supporting children through play	Question: Answer the exam question: Explain two ways an early years practitioner can adapt a throwing and catching game for a child who gets tired due to illness. (4)
Week 2 28th April 2025	Revision Cards on: on adapting play for children with language needs	Question: Answer the exam question: Tom has a communication and language delay. Explain two ways Tom's communication and language delay may impact on other areas of development. (4)
Week 3 5th May 2025	Cornell Notes on: on social skills, health and safety if okay areas, and different learning environments	Question: Answer the exam question: For each of the hazards listed, suggest an impact of that hazard: using a computer for too long, plugs in sockets and trailing cables. (3)
Week 4 12th May 2025	Revision Cards on: on adapting play for social and emotional need	Question: Answer the exam question: Alan is five years old and struggles to understand the rules of play. Explain two ways the early years practitioner can adapt a board game so Alan can join in. (4)
Week 5 19th May 2025	Cornell Notes on: on different types of play	Question: Answer the exam question: Explain two ways the early years practitioner could adapt a sensory activity to encourage a child to play with others. (4)

Half Term 6 (7 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 6 2nd June 2025	Cornell Notes on: on play in different environments, and cognitive and intellectual play	Question: Answer the exam question: Explain two benefits of adult-led play. (4)
Week 7 9th June 2025	Revision Cards on: on language circumstances which can affect development	Question: Answer the exam question: Explain two benefits of using computers for children who have English as an additional language. (4)
Week 8 16th June 2025	Cornell Notes on: on child-initiated play and cognitive play	Question: Answer the exam question: Explain what is meant by the term child-initiated play. (2)
Week 9 23rd June 2025	Mock Exams on transitions, disruptive behaviour and friendships	Mock Exams Answer the exam question: Explain two ways a child may be affected by the death of a grandparent. (4)
Week 10 30th June 2025	Mock Exams on adult-led play and physical play	Mock Exams Answer the exam question: Aline is five years old and struggles to understand the rules of play. Explain two ways the early years practitioner can adapt a board game so Aline can join in. (4)
Week 11 7th July 2025	Cornell Notes on: on milestones and physical circumstances	Question: Answer the exam question: Explain two ways the early years practitioner could adapt a card-making activity for a child with a visual impairment (4)
Week 12 14th July 2025	Revision Cards on: on language circumstances which may affect development	Question: Answer the exam question: Explain two ways an early practitioner could adapt a ball game for a child with restricted gross motor skills who uses a wheelchair. (4)

Knowledge Organiser

Year 11 Term 1 Knowledge Organiser Week 1-3 Child Development	
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, along side 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>

Year 11 Term 1 Knowledge Organiser Week 4-6 Child Development

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 structured 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>

Year 11 Term 2 Knowledge Organiser Week 1-3 Child Development

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 an 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 that 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>

Year 11 Term 2 Knowledge Organiser Week 4-6 Child Development

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 affect 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.</p> <p>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 impact their self-esteem. This could have an affect on their ability to form friendships.</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 circumstances 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)

<p>Topic: on child-initiated play, inside and outside play, and supporting children through play</p>	<p>Revision guide page:</p>
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Summary

WEEK 1: Exam Question (Homework task 2)

Question: **Explain** two ways an early years practitioner can adapt a throwing and catching game for a child who gets tired due to illness. (4)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question: **Explain** two ways an early years practitioner can adapt a throwing and catching game for a child who gets tired due to illness. (4)

Answer:

WEEK 2: Exam Question (Homework task 2)

Question: Tom has a communication and language delay. Explain two ways Tom's communication and language delay may impact on other areas of development. (4)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question: Tom has a communication and language delay. Explain two ways Tom's communication and language delay may impact on other areas of development. (4)

Answer:

WEEK 3: Cornell Notes (Homework task 1)

<p>Topic: on social skills, health and safety if okay areas, and different learning environments</p>	<p>Revision guide page</p>
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Summary

WEEK 3: Exam Question (Homework task 2)

Question: For each of the hazards listed, suggest an impact of that hazard: using a computer for too long, plugs in sockets and trailing cables. (3)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question: For each of the hazards listed, suggest an impact of that hazard: using a computer for too long, plugs in sockets and trailing cables. (3)

Answer:

WEEK 4: Exam Question (Homework task 2)

Question: Alan is five years old and struggles to understand the rules of play. Explain two ways the early years practitioner can adapt a board game so Alan can join in. (4)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question: Alan is five years old and struggles to understand the rules of play. Explain two ways the early years practitioner can adapt a board game so Alan can join in. (4)

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Topic: on different types of play	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 5: Exam Question (Homework task 2)

Question: Explain **two** ways the early years practitioner could adapt a sensory activity to encourage a child to play with others. (4)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question: Explain **two** ways the early years practitioner could adapt a sensory activity to encourage a child to play with others. (4)

Answer:

WEEK 6: Cornell Notes (Homework task 1)

Topic: on play in different environments, and cognitive and intellectual play	Revision guide page
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Links Questions	Notes

Summary

WEEK 6: Exam Question (Homework task 2)

Question: Explain **two** benefits of adult-led play. (4)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question: Explain **two** benefits of adult-led play. (4)

Answer:

WEEK 7: Exam Question (Homework task 2)

Question: Explain **two** benefits of using computers for children who have English as an additional language. (4)

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question: Explain **two** benefits of using computers for children who have English as an additional language. (4)

Answer:

WEEK 8: Cornell Notes (Homework task 1)

Topic: on child-initiated play and cognitive play	Revision guide page
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Summary

WEEK 8: Exam Question (Homework task 2)

Question: Explain what is meant by the term child-initiated play. (2)

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

Question: Explain what is meant by the term child-initiated play. (2)

Answer:

WEEK 9: Assessment Week Revision (Homework task 1)

Topic: on transitions, disruptive behaviour and friendships	Revision guide page
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Links Questions	Notes

Summary

WEEK 9: Assessment Week Revision (Homework task 2)

Topic: Mock Revision	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 10: Assessment Week Revision (Homework task 1)

Topic: on adult-led play and physical play	Revision guide page
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links Questions	Notes

Summary

WEEK 10: Assessment Week Revision (Homework task 2)

Topic: Mock Revision	Revision guide page
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Links Questions	Notes

Summary

WEEK 11: Cornell Notes (Homework task 1)

Topic: on milestones and physical circumstances	Revision guide page:
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Links Questions	Notes

Summary

WEEK 11: Exam Question (Homework task 2)

Question: Explain **two** ways the early years practitioner could adapt a card-making activity for a child with a visual impairment (4)

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question: Explain **two** ways the early years practitioner could adapt a card-making activity for a child with a visual impairment (4)

Answer:

WEEK 12: Exam Question (Homework task 2)

Question: Explain **two** ways an early practitioner could adapt a ball game for a child with restricted gross motor skills who uses a wheelchair. (4)

Answer:

WEEK 12: Exam Question review and improvement (Classwork)

Question: Explain **two** ways an early practitioner could adapt a ball game for a child with restricted gross motor skills who uses a wheelchair. (4)

Answer:

Week 2

Revision Card on adapting play for children with language needs	Answers
<ol style="list-style-type: none">1. Give two examples of alternative communication systems2. What does PECS stand for?3. How does using alternative communication affect self-esteem?4. State another way delayed language development can be supported.5. Is Makaton the same as British sign language?	



Week 4

Revision Card on adapting play for social and emotional need	Answers
<ol style="list-style-type: none">1. What is meant by the term self-resilience?2. How can self-resilience be achieved?3. How can adults support self-resilience?4. Which area of development is self-resilience part of?5. State a benefit of focusing on a child's area of interest.	



Week 7

Revision Card on language circumstances which can affect development	Answers
<ol style="list-style-type: none">1. What is child-initiated play?2. State a disadvantage of child-initiated3. Give an example of a home environment4. Give an advantage of learning in a home environment5. Give a disadvantage of learning in a home environment	

Week 12

Revision Card on language circumstances which may affect development

1. What is meant by the term adult-led play?
2. What is a benefit of adult-led play?
3. State a disadvantage of adult-led play
4. What is meant by the term physical play?
5. State an advantage of a school nursery environment.

Answers