



**Autumn Term
Term 1**

Child Development

Year 11

Name: _____

Tutor: _____

Care to Learn

Learn to Care

Year 11 Homework Timetable

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

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A
Geography
History

Option B
Geography
Health and Social Care

Option C
Childcare
Psychology
Sport

Half Term 1 (8 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 1st September 2025	Cornell Notes on: N/A	Question: N/A
Week 2 8th September 2025	Revision Cards on: Cognitive and communication needs.	Question: 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 3 15th September 2025	Cornell Notes on: Adapting for physical needs	Question: 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 4 22nd September 2025	Revision Cards on: Social and emotional needs and self-resilience.	Question: Answer the exam question: Assess the benefits of role-play activities to children's learning and overall development. (6)
Week 5 29th September 2025	Cornell Notes on: Supporting language needs	Question: 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 6 6th October 2025	Revision Cards on: PSA Focus prep Revision and PSA	Question: 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 7 13th October 2025	Cornell Notes on: PSA Focus prep	Question: PSA Focus prep Revision and PSA
Week 8 20th October 2025	Revision Cards on: Risks, hazards and safety marks	Question: Answer the exam question: Explain two benefits to children's development of adult-initiated play. (4)

Half Term 2 (7 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 3rd November 2025	Cornell Notes on: Physical circumstances affecting development	Question: Answer the exam question: Blue Horse Nursery wants to use a paddling pool outside in the summer. Explain two examples of how the nursery can reduce the risks of this activity. (4)
Week 10 10th November 2025	Revision Cards on: Health and safety considerations	Question: Lexi is three years old and has Down's Syndrome. Lexi and a small group of children are taking part in a farm animal activity. They are cutting out pictures of animals and then sticking them on a wall display. Explain two ways this benefits the other children when they play with Lexi, who has a disability. (4)
Week 11 17th November 2025	Cornell Notes on: Positive risk taking and adult involvement.	Question: Assess how shortening activities and breaking them down into smaller steps can promote children's learning and overall development. (6)
Week 12 24th November 2025	Mock Exams Revision and exam	Mock Exams Revision and exam
Week 13 1st December 2025	Mock Exams Revision and exam	Mock Exams Revision and exam
Week 14 8th December 2025	Cornell Notes on: Health and safety considerations	Question: Zoe is two years and three months old and is starting a new nursery. She has a hearing impairment. Explain one health and safety risk to Zoe of attending nursery due to her hearing impairment. (2)
Week 15 15th December 2025	Revision Cards on: Use of praise and rewards.	Question: Tom is four and has a communication and language delay. Assess how using small-group activities with Tom can help promote the different areas of his development. (6)

Knowledge Organiser

Year 11 Term 1 Knowledge Organiser Child Development

Keywords	Other Information
Grasping - movement of grabbing something by closing fingers around it. Visibility - state of being able to see or be seen. Sensory needs - difficulty seeing or hearing. 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.
Concentration span - the amount of time a person can concentrate. Modify - make changes to something 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. 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.
PECS - alternative communication which allows children to use pictures. 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, alongside adult modelling.

Year 11 Term 1 Knowledge Organiser Child Development

Keywords	Other Information
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. 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
Restricted motor skills - when a child is unable to control their muscle movements as well as other children their age. 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. 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.
Transitions - changes in children's lives, Disruptive behaviour - unwanted behaviour that disrupts activities such as temper tantrums, challenging adults or breaking toys. Authority figure - person representing authority such as a teacher, early years practitioner, parent or police officer. 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. Transitions may lead to disruptive behaviour. For example: starting school, moving house, death of a relative, birth of a sibling or parental divorce. 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.

Year 11 Term 1 Knowledge Organiser Child Development

Keywords	Other Information
Risk - likelihood of an environment, activity or resource causing harm. Hazard - potential for an environment, activity or resource to cause harm Risk Assessment - a process of evaluating what might cause harm to people and making sure things are in place to manage the risk.	 The image shows the marks which appear on toys. The British Lion Mark indicates that toys have been tested; the age advice symbol means it is not suitable for under 3 years, probably due to choking hazard; the BSI kitemark indicates that safety requirements have been met; and the fire resistant symbol indicates a material has passed a scientific test to prove their fire resistance.
Positive risk taking - balancing risk of harm against the benefits of an activity. Adult to child ratio - the number of adults to the number of children. Adult-led play - when an adult plans, organises and leads an activity. Child-initiated play - also known as free play, this is where children are able to play freely in their own way.	Positive risk taking activities can include using scissors and crossing the road. It is important that these are incorporated into children's experiences as then they can be taught how to keep themselves safe during these activities. In early years foundation settings there are legal requirements to ensure there are enough staff to facilitate and support children's play and learning. For 0-2 years, the ratio is 1 adult: 3 children, for 2 years it is 1 adult: 4 children and for 3-5 years it is 1 adult: 13 children. This seems like quite an increase between 2 and 3 years old, however there is also a leap in development which leads children to become more independent, for example being able to feed and dress themselves. It is also important to note that these ratios change if children go on a trip, even if it is just to the local play park. The ratios increase - this means that more adults are needed per child.
Smart devices - allow us to connect to different devices or networks. Internet enabled - devices that are able to connect to the internet.	There are many benefits for children using technology, for example improved language skills, hand-eye coordination and problem solving skills. Children should also be taught how to stay safe online, this includes educating them on not giving out their personal information such as full name, address, email address and phone numbers. If parents are concerned about their children accessing inappropriate content, they can add parental controls. Early years foundation settings with internet enabled devices will also have software downloaded to ensure children remain safe.

Year 11 Term 1 Knowledge Organiser Child Development

Keywords	Other Information
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. For 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.
Inclusive - including everyone Right to learn - a moral and legal entitlement to have an education and learn. Desired behaviour - the way in which we want children to behave. 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. 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.
Praise - expression of approval Reward - given in recognition of effort or achievement 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. 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.

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)

Topic: N/A	Revision guide page:
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Links	Notes
Questions	

Summary

WEEK 2: Exam Question (Homework task 2)

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)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

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)

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Topic: Adapting for physical needs	Revision guide page:
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[illegible]

Summary

WEEK 3: Exam Question (Homework task 2)

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)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

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)

Answer:

WEEK 4: Exam Question (Homework task 2)

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

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Topic: Supporting language needs	Revision guide page
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Summary

WEEK 5: Exam Question (Homework task 2)

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)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

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)

Answer:

WEEK 6: Exam Question (Homework task 2)

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)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

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)

Answer:

WEEK 7: Cornell Notes (Homework task 1)

Topic: PSA	Revision guide page N/A
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Summary

WEEK 7: Exam Question (Homework task 2)

Question: PSA Focus prep **Revision and PSA**

Answer:

WEEK 7: Exam Question review and improvement (Classwork)

Question: PSA Focus prep **Revision and PSA**

Answer:

WEEK 8: Exam Question (Homework task 2)

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

Answer:

WEEK 8: Exam Question review and improvement (Classwork)

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

Answer:

WEEK 9: Cornell Notes (Homework task 1)

Topic: Physical circumstances affecting development	Revision guide page
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Summary

WEEK 9: Exam Question (Homework task 2)

Question: Blue Horse Nursery wants to use a paddling pool outside in the summer. Explain two examples of how the nursery can reduce the risks of this activity. (4)

Answer:

WEEK 9: Exam Question review and improvement (Classwork)

Question: Blue Horse Nursery wants to use a paddling pool outside in the summer. Explain two examples of how the nursery can reduce the risks of this activity. (4)

Answer:

WEEK 10: Exam Question (Homework task 2)

Question: Lexi is three years old and has Down's Syndrome. Lexi and a small group of children are taking part in a farm animal activity. They are cutting out pictures of animals and then sticking them on a wall display. Explain two ways this benefits the other children when they play with Lexi, who has a disability. (4)

Answer:

WEEK 10: Exam Question review and improvement (Classwork)

Question: Lexi is three years old and has Down's Syndrome. Lexi and a small group of children are taking part in a farm animal activity. They are cutting out pictures of animals and then sticking them on a wall display. Explain two ways this benefits the other children when they play with Lexi, who has a disability. (4)

Answer:

WEEK 11: Cornell Notes (Homework task 1)

Topic: Positive risk taking and adult involvement.	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 11: Exam Question (Homework task 2)

Question: Assess how shortening activities and breaking them down into smaller steps can promote children's learning and overall development. (6)

Answer:

WEEK 11: Exam Question review and improvement (Classwork)

Question: Assess how shortening activities and breaking them down into smaller steps can promote children's learning and overall development. (6)

Answer:

WEEK 12: Assessment Week Revision (Homework task 1)

Topic: Mock Exams

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WEEK 13: Assessment Week Revision (Homework task 2)

Topic: Mock Exams

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WEEK 14: Cornell Notes (Homework task 1)

Topic: Health and safety considerations	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 14: Exam Question (Homework task 2)

Question: Zoe is two years and three months old and is starting a new nursery. She has a hearing impairment. Explain one health and safety risk to Zoe of attending nursery due to her hearing impairment. (2)

Answer:

WEEK 14: Exam Question review and improvement (Classwork)

Question: Zoe is two years and three months old and is starting a new nursery. She has a hearing impairment. Explain one health and safety risk to Zoe of attending nursery due to her hearing impairment. (2)

Answer:

WEEK 15: Exam Question (Homework task 2)

Question: Tom is four and has a communication and language delay. Assess how using small-group activities with Tom can help promote the different areas of his development. (6)

Answer:

WEEK 15: Exam Question review and improvement (Classwork)

Question: Tom is four and has a communication and language delay. Assess how using small-group activities with Tom can help promote the different areas of his development. (6)

Answer:

Week 2

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



Week 4

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



Week 6

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

Week 8

Revision Card on Risks, hazards and safety marks	Answers
1. Define the term positive risk taking 2. Give an example of positive risk taking 3. What is the adult to child ratio for 0-2 years? 4. How does the adult to child ratio change with age? 5. How does the adult to child ratio change if the children go on a trip?	



Week 10

Revision Card on Health and safety considerations	Answers
1. What is meant by the term immovable? 2. Give an example of a trip hazard? 3. Give a health and safety consideration for furniture. 4. If it is sunny, what should children wear? 5. If it is cold, what should children wear?	



Week 15

Revision Card on Use of praise and rewards	Answers
1. Give a benefit of using praise 2. Which part of development is self-esteem part of? 3. Define the term communication methods 4. If a child is bored, how does this affect their concentration? 5. How is promoting inclusivity beneficial to all children?	

