



**Spring Term
Term 2**

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	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
History
Geography

Option B
Child Development
Health and Social Care

Option C
Psychology
Health and Social Care
Sport

Half Term 3 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 6th January 2025	Cornell Notes on: on different stages of play: unoccupied, solitary, onlooker/spectator, parallel, associative and cooperative.	Question: Give four examples of a play activity that promotes positive social relationships ?
Week 2 13th January 2025	Revision Cards on: on organisation of play	Question: Describe why it is important to organise play safety.
Week 3 20th January 2025	Cornell Notes on: on different types of play: locomotor, creative, imaginative, creative, sensory, symbolic, technological and construction.	Question: Explain why children should experience different types of play.
Week 4 27th January 2025	Revision Cards on: on adapting play for additional needs and making sure play is inclusive.	Question: Explain two reasons why adults should be positive role models to children.
Week 5 3rd February 2025	Cornell Notes on: on physical play, including which skills should be developed and examples of activities that can promote the use of these skills.	Question: Describe the three ways play can support the physical development of a child.
Week 6 10th February 2025	Revision Cards on: on the role of the adult in play, including praise and rewards, promoting inclusivity and their role in language development.	Question: Describe the three types of adult involvement in supporting play.

Half Term 4 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 7 24th February 2025	Cornell Notes on: on social and emotional play 0-18 months and physical and intellectual play 18 months to 3 years, including skills which should be learned and activities which can be used to promote these skills	Question: Olga, (the key person), has observed that Sasha (the child) is very quiet and does not explore the toys available. Explain two ways Olga could support Sasha's play and learning
Week 8 3rd March 2025	Revision Cards on: on adapting for physical and sensory needs.	Question: Justify why adapting play is important to meet the physical and sensory needs of a child.
Week 9 10th March 2025	Cornell Notes on: on revision of physical circumstances.	Question: How can a physical problem prevent a child from playing, then describe how you could support / adapt the play so the child can be involved.
Week 10 17th March 2025	Revision Cards on: on physical skills	Question: Give five skills that can be learned through play. Link them to PLIES.
Week 11 24th March 2025	Cornell Notes on: on adapting activities to support cognitive needs	Question: What types of technology can support a child's intellectual learning, and how can an adult make sure the technology is safe for the child to use.
Week 12 31st March 2025	Revision Cards on: What are the types of play ?	Question: What is the role of the adult in adult-initiated play?

Knowledge Organiser

Year 10 Term 2 Knowledge Organiser Child Development

Keywords	Other Information
<p>Unoccupied play - a child does not interact with others and makes movements with their body</p> <p>Solitary play - playing alone</p> <p>Social skills - required to interact with people like sharing and turn taking.</p> <p>Spectator play - watching others play.</p> <p>Parallel play - playing alongside others</p> <p>Associative play - sharing resources but playing alone.</p> <p>Cooperative play - when children play together.</p>	<p>It is a human right for children for a child to play. Unoccupied play tends to happen in the first three months of life and is centred around large muscle movements. It will not look like play to adults but helps them learn how to control their body. Children also take part in solitary play, this may seem lonely but they are not actually interested in playing with others at this stage. This stage is purely about their own exploration of their environment.</p> <p>Onlooker and parallel play is where children start to show interest in others but still do not have necessary language and social skills to interact. Onlooker play (spectator play) helps children learn by watching others, whilst parallel play helps children to build trust and get used to others being in the same environment.</p> <p>From 3 years, children interact with others in play. In associative play this will involve sharing resources or playing the same game but in their own way. Children only begin to show playing together towards a common goal in cooperative play which begins at around 4 years old.</p>
<p>Specific Areas - different areas in a setting that organises the play activities and resources.</p> <p>Explain - Say how or why something happens; 'because' will be an important part of your answer.</p>	<p>Organisation of play areas is essential in an early years setting. This allows children to find things easily and tidied away easily too which can avoid trip hazards. The way this is organised should be age appropriate, for younger children this may include using pictures as for a labelling system and for all ages drawers and cupboards should be height appropriate. One way of organising is to divide the space into separate areas for example messy area, story area, or role play corner.</p>
<p>Locomotor play - play with a physical activity</p> <p>Creative play - freedom to explore resources</p> <p>Sensory Play - use of senses to explore</p> <p>Imaginative play - when a child is pretending in some way</p> <p>Symbolic play - using objects as different things</p> <p>Technological play - use of IT equipment.</p> <p>Construction play - building things</p>	<p>Early years practitioners should be aware of the types of play that should be offered to children. This is so they can plan activities and ensure there are enough resources to support the different types of play. Sometimes the play might be directed by the child as they find their own resources, for example a child may go playing outside and pick up a stick to use it as a wand or sword, this shows both imaginative play as they are pretending to be wizards or knights, as well as symbolic play as the stick is being used to represent something else. For other types of play, an adult might encourage children to take part in a set activity, for example junk modelling can be used to encourage construction play, whilst scented playdough could help sensory play.</p>

Year 10 Term 2 Knowledge Organiser Child Development

Keywords	Other Information
<p>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 - indicate that a child may need extra support to help them participate.</p>	<p>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.</p>
<p>Hand-eye coordination -coordinated control of eye movements with hand movements. Spatial awareness - understanding where you are in relation to the objects in your environment. Imagination - using your mind to be creative Attention skills - noticing and concentrating on something.</p>	<p>Physical play should consider development of hand-eye coordination, spatial awareness and motor skills. For 0-18 months, rolling a ball can help spatial awareness, coordination and gross motor skills. Cognitive play should be designed to help with their problem solving, imagination and creativity, listening and attention skills, numeracy skills, exploration of environments, and boost confidence with technology. For 0-18 months, a shape sorter could be used to help problem solving skills. Language and communication play involves listening to others, vocabulary and literacy skills, expressing feelings and understanding others. For 0-18 months, different books can be used. Lift-the-flap books help develop new vocabulary whilst being engaging; stories with puppets could be used to help children understand the feelings of the characters, which helps to identify their own feelings.</p>
<p>Interaction - involvement with others Social bonds - attachment to other people Emotional bonds - having a connection with a person. Spatial awareness - knowing where you are in relation to objects around you.</p>	<p>Social and emotional play is based around developing relationships, social skills, and promoting self-confidence, self esteem, self-awareness and independence. For 0-18 months, singing together can help them form relationships with others and choosing the song would help promote independence and self-esteem. Physical play is centred around spatial awareness, staying healthy and looking after yourself, and fine and gross motor skills. For 18 months to 3 years helping to prepare food helps children understand their diet and how to eat healthily, as well as practising fine motor skills. Intellectual play focuses on problem solving, imagination and creativity, listening and attention skills, and numeracy. Singing a song like “five monkeys on a bed” helps the children count as well as pay attention to what number is coming next.</p>
<p>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.</p>	<p>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.</p>

Year 10 Term 3 Knowledge Organiser Child Development

Keywords	Other Information
<p>Listening walk - being silent whilst walking to listen to what is happening around you.</p> <p>Emotion face - showing different emotions on your face to help children recognise different expressions.</p>	<p>Language play can often involve books as this can help with listening skills, new vocabulary and literacy skills, helping them to identify feelings as well as understanding different experiences of others.</p> <p>By 18-3 years, children will start to show interest in others. This helps them to develop friendships and relationships and if they play associatively, will help practice their social skills.</p> <p>By 3-5 years old, children will have developed better body coordination. This means that they will be ready for bat-and-ball activities which practise both hand-eye coordination but also balance, and gross motor skills. This can also link to how to stay healthy as they could talk about exercise.</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>A child with a disability or medical issue could have restricted fine or gross motor skills. This is not the same as them being delayed - this is where the child is not making progress at the same rate, rather than being unable.</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>
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<p>Imagination - using your mind to be creative</p> <p>Attention skills - noticing and concentrating on something.</p> <p>Literacy - reading and writing skills</p> <p>Communication - passing of information between two or more people</p>	<p>By 3-5 years old, children have developed good problem solving skills and have a long enough attention span to really enjoy trips and days out like going to the zoo. They also have developed some numeracy skills but using wipe boards could help develop these further.</p> <p>For 3-5 years, speech and vocabulary is quickly developing. Using nursery rhymes can help children with the correct pronunciation of words. They can continue to understand others by learning about different religious festivals and cultures.</p>
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<p>Attention span - the amount of time a person can concentrate.</p> <p>Modify - make changes to something</p> <p>Overwhelming - very intense or hard to deal with.</p> <p>Adult-led play - where an adults plans, organises and leads an activity</p> <p>Adult-initiated - adults provide resources for an activity but let children play with them in the way that they choose.</p>	<p>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.</p> <p>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.</p> <p>Associative and cooperative play are common between the ages of 3 and 5 years old and show that children have developed friendships. To further practise social skills, children can play board games. To help children express their feelings effectively, circle time may be used to encourage children to talk about their day.</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. Adult-initiated play is beneficial as children may learn to play in new ways as they are free to explore, and it promotes independent learning. The issue is that the child may not learn the intended skill, which would not happen in adult-led play.</p>
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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: On different stages of play: unoccupied, solitary, onlooker/spectator, parallel, associative and cooperative.

Revision guide page:

Links	Notes
Questions	

Summary

WEEK 3: Cornell Notes (Homework task 1)

Topic: On different types of play: locomotor, creative, imaginative, creative, sensory, symbolic, technological and construction.

Revision guide page

Links	Notes
Questions	

Summary

WEEK 5: Cornell Notes (Homework task 1)

Topic: On physical play, including which skills should be developed and examples of activities that can promote the use of these skills.	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 7: Cornell Notes (Homework task 1)

Topic: on social and emotional play 0-18 months and physical and intellectual play 18 months to 3 years, including skills which should be learned and activities which can be used to promote these skills

Revision guide page

Links	Notes
Questions	

Summary

WEEK 9: Cornell Notes (Homework task 1)

Topic: on revision of physical circumstances.	Revision guide page
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Links	Notes
Questions	

Summary

WEEK 11: Cornell Notes (Homework task 1)

Topic: on adapting activities to support cognitive needs

Revision guide page

Links	Notes
Questions	

Summary

Week 2

Revision Card on organisation of play	Answers
<ol style="list-style-type: none">1. Give three examples of separate areas a nursery could split a room into.2. Why is organising play areas important?3. How can labelling of resources be adapted for younger children?4. Give another adaptation to drawers and cupboards for younger children5. How does organising play areas help development?	



Week 4

Revision Card on adapting play for inclusivity	Answers
<ol style="list-style-type: none">1. What does the term inclusive mean?2. What is meant by the term right to learn?3. Who decided that children have the right to learn?4. Should one area of development be prioritised over the others?5. State a characteristic which could cause a child to be discriminated against.	



Week 6

Revision Card on the role of the adult in play	Answers
<ol style="list-style-type: none">1. State a benefit of promoting inclusivity.2. Why should an adult use praise and rewards during play?3. Define the term communication methods4. How should an adult respond to boredom?5. Define the term reward.	

Week 8

<p>Revision Card on adapting for physical and sensory needs.</p> <ol style="list-style-type: none">1. Define the term grasping2. Give an example of a sensory need3. How can space be changed to accommodate a mobility aid?4. How can a contrasting colour scheme help people with a visual impairment?5. How might the level of the activity need changing for a child?	<p>Answers</p>
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Week 10

<p>Revision Card on physical skills</p> <ol style="list-style-type: none">1. Give an example of fine motor skills2. How would delayed fine motor skills affect language development?3. What is the difference between restricted and delayed motor skills?4. What could cause restricted motor skills?5. How can physical circumstances affect emotional development?	<p>Answers</p>
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Week 12

<p>Revision Card on What are the types of play?</p> <ol style="list-style-type: none">1. Unoccupied play -2. Solitary play -3. Social skills -4. Spectator play -5. Parallel play -6. Associative play -7. Cooperative play -	<p>Answers</p>
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