



Examiners' Report Lead Examiner Feedback

June 2021

Pearson BTEC Technical Diploma in
Children's Play, Learning and
Development (Early Years Practitioner)

Unit 2: Child Development from Birth Up to
Five Years (21221K)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
<http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

June 2021

Publications Code 21221K_2106_ER

All the material in this publication is copyright

© Pearson Education Ltd 2021

Introduction

The assessment for this unit follows the format identified in the sample assessment materials. The paper is divided into four activities. Each activity requires learners to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the Key Person Assessment.

Each of the activities were marked using a 'levels based' approach to assessment where each response is marked holistically rather than the specific number of facts stated from the indicative content. Examples of how the questions were assessed across each mark band can be found below in the individual activity section of the report.

Introduction to the Overall Performance of the Unit

Overall as in previous series, learners continued to answer activities 1a and 1b well, with most learners being able to use the development chart and Victor's Key Person Assessment to complete the activities. The Lead Examiner noted that marks for both these activities remained consistent with the previous series, with activity 1a being answered slightly better than activity 1b. This again was a surprise as in previous series learners have found physical development easier than cognitive development to identify and discuss. This was because several learners interpreted physical development as just gross motor development meaning they were unable to answer the question fully. Some learners are still including areas of development in the question that has not been asked for. Again, it was pleasing to see that many learners were able to identify several relevant factors from the Key Person Assessment and there was a noted improvement in this. However, some learners were often unable to link the identified factors to both Victor's cognitive and physical development leaving the answer unbalanced. Learners tended to focus more on physical development rather than on cognitive development. As in previous series several learners were not able to fully explain the impact of the factors on Victor's development, this prevented them from accessing the higher mark bands for activity 2. On the whole, the planning section for activity 3 was good. Learners were able to complete the planning template and were mostly able to plan age-appropriate activities. However, several learners planned an activity to support physical development rather than cognitive development as asked. The justification of the planned activity is where

many learners lost marks, not really understanding how the activity would meet Victor's needs.

Individual Questions

The following section considers each activity on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

Activity 1a

At the pass boundary learners were able to identify some of the relevant cognitive milestones appropriate to a child of four years and six months. They were then able to identify some or all of Victor's actual stage of cognitive development. At the pass boundary conclusions were brief or missing, with some learners not identifying that Victor was meeting developmental milestones or that he had exceeded some milestones. Where learners did not meet the pass boundary it was because they provided the cognitive milestones for a child aged 3 to 4 years instead of the milestones for a child aged 4 to 5 years or included other areas of development instead. Some learners were able to identify the stage Victor had reached in part. However, conclusions drawn were incorrect or missing. At the Distinction boundary the learners were able to identify the relevant cognitive milestones appropriate to a child of four years and six months. They were then able to identify all of Victor's actual stage of cognitive development. The learners were able to make comparisons to the actual milestones Victor had achieved and draw correct conclusions. However, responses on the boundary did not demonstrate strong enough conclusions to achieve full marks nor did they identify that Victor was exceeding in some milestones. Learners that did not meet the distinction boundary was because they only produced a brief conclusion with limited comparisons and judgments.

You are an Early Years Practitioner working at Rosy Apples Preschool. You have been asked by the manager to work with the key person to support Victor's progress.

Activity 1a

The key person has asked for your help in comparing Victor's **cognitive development** against the expected milestones for his age.

Use the development chart and Victor's key person assessment to complete this activity.

Your assessment **should**:

- identify the cognitive milestones for a child aged **four years and six months**
- identify Victor's current stage of cognitive development
- conclude whether Victor's cognitive development meets expected norms.

(6)

Example 1

The learner has identified 2 relevant cognitive milestones and has compared Victor's actual stage of development to these. The learner has identified that Victor is exceeding his developmental milestones for counting and on target for the other areas. It was this statement that moved the mark into mark band 2.

No marks are awarded for comments on other areas of development.

Mark band 2 - 3 marks awarded

Your assessment **should:**

- identify the cognitive milestones for a child aged **four years and six months**
- identify Victor's current stage of cognitive development
- conclude whether Victor's cognitive development meets expected norms.

(6)

The cognitive milestones for a child aged four years and six months are they need to understand the need for rules and develop close friendships, behaviour mostly cooperative play. ~~developing~~ Victor's current stage of cognitive development is exceeding. This is because the expected norms are on target and doing better. Victor is able to count up to 30 accurately whilst the expected norms are up to 10 which shows he is exceeding. Victor also understands the need for rules and enjoys playing with other children.

Example 2

The learner has identified all areas of development and compared them to Victor's stage of development. A detailed conclusion has been included. Importantly the learner has identified that Victor exceeds the counting milestone by being able to count to 30. Without this the learner would not be able to achieve full marks. **Mark band 3 - 6 marks**

Your assessment should:

- Identify the cognitive milestones for a child aged **four years and six months**
- Identify Victor's current stage of cognitive development
- Conclude whether Victor's cognitive development meets expected norms.

At age four year ^{a child} ~~up to five~~ should be able cognitively to count accurately up to 10, to add two sets of objects together, match equal sets, Also a child on these age should understand the need of rules to name the time of day associated with activities, and give reasons to solve problem, However a child can talk about what he happened and what might happen, enjoy jokes. (6)

- Victor's current stage of cognitive development is that he enjoys playing board games with the children in preschool and understands the need for rules when playing with them.
- When he play hide and seek Victor can count to 30 accurately.

- He is able to match equal sets during playing with bricks. Either he can count accurately up to 30 when he plays hide and seek which is above than expected ~~for~~ for his age and stage but I think his old brother has impact positively to support him learn counting up to 30

The key person assessment has not mention that he is able to name the time of ~~the time~~ ^{the day} associated with activities which means we need to plan the activity to help him to met his needs

(Total for Activity 1a = 6 marks)

Activity 1b

At the pass boundary learners were able to identify some of the relevant physical gross motor and / or fine motor milestones appropriate to a child of four years and six months. They were then able to identify some or all of Victor's actual stage of physical development. At the pass boundary conclusions were brief or missing, with some learners not identifying that Victor had exceeded some of the physical milestones or if they had they were not identified. Some even stated he was behind in physical development.

Where learners did not meet the pass boundary it was because they provided the physical milestones for a child aged 3 to 4 years instead of the milestones for a child aged 4 to 5 years. Often only including gross motor milestones. Some learners were able to identify the stage Victor had reached in part. However, conclusions drawn were often incorrect saying development was delayed because not all physical milestones had been included in the Key Person Assessment.

At the Distinction boundary the learners were able to identify the relevant physical milestones appropriate to a child of four years and six months.

They were then able to identify all of Victor's actual stage of physical development. Learners were able to make comparisons to milestones and draw correct conclusions. However, responses on the boundary did not have strong enough conclusions to achieve full marks nor did they identify that Victor was exceeding in some milestones. Learners that did not meet the distinction boundary was because they only produced a brief conclusion with limited comparisons and judgments. Or because it only included gross motor development.

Activity 1b

The key person has asked for your help in comparing Victor's **physical development** against the expected milestones for his age.

Use the development chart and Victor's Key Person Assessment.

Your assessment should:

- identify the physical milestones for a child aged **four years and six months**
- identify Victor's current stage of physical development
- conclude whether Victor's physical development meets expected norms.

(6)

Example 3

The learner has identified some milestones as required for mark band 2. The question asks for **physical development** not gross motor development. The learner has included all of the gross motor milestones but no fine motor milestones.

There are some comparisons, and a limited conclusion is drawn. For the learner to achieve 4 marks the conclusion would need to contain more detail.

Mark band 2 - 3 marks

The key person has asked for your help in comparing Victor's **physical development** against the expected milestones for his age.

Use the development chart and Victor's Key Person Assessment.

Your assessment should:

- identify the physical milestones for a child aged **four years and six months**
- identify Victor's current stage of physical development
- conclude whether Victor's physical development meets expected norms.

(6)

the key person has asked for help in comparing victor's physical development against the expected milestones for his age. the expected milestones for a 4 years and 6 months old are: can run avoiding obstacles, skip with a rope, throw a large ball to partner and catch it, good balance and coordination, go up and down stairs one foot at a time and can ride a bike. Victor's milestones are he can ride a bike confidently without stabilisers when playing chase outside can run without bumping into people and he plays on the obstacle course. if you compare the expected milestones to the real ones you would be able to see that victor has met his expected milestones for his age.

in the physical area of the milestones.

Example 4

The learner has identified all physical milestones and identified the relevant milestones for Victor's physical development. A conclusion has been drawn. To have achieved full marks a more detailed conclusion would have been needed stating that Victor is exceeding some physical milestones. **Mark band 3 - 5 marks**

Your assessment should:

- identify the physical milestones for a child aged **four years and six months**
- identify Victor's current stage of physical development
- conclude whether Victor's physical development meets expected norms.

the physical milestones for a child of this age are: ⁽⁶⁾

- can run avoid obstacles, skip with a rope, throw a large ball to partner and catch it, good balance and co-ordination, go up and down stairs one foot at a time, start to ride a bike.
- form letters, write own name, colour in pictures, starting to use a knife and fork, thread small beads.

According to the K.P.A. for Victor, he can ride a pre-school bike confidently and without stabilisers, can use a pencil to write his own name on his drawings; when playing chase outside, Victor can run without bumping into the other children and he can use a knife and fork with confidence when eating his lunch. Finally, he is able to draw pictures.

In conclusion, Victor's physical development meets the expected norms for his age on the basis of the information that is in the Key Person Assessment.



Activity 2

At the pass boundary learners were able to understand the factors that impacted on Victor's development and were able in some cases to say what that impact was but did not demonstrate a strong understanding. The work tended to focus more on one area of development, usually physical development.

Where learners did not meet the pass boundary it was because they did not correctly identify or understand the factors, or simply listed the factors with no explanation. Some learners only focused on factors on one area of development. The focus was predominantly physical development.

Occasionally, candidates discussed other areas of development for example, how the absent father may affect Victor's emotional development rather than how it may affect his cognitive and physical development.

At the distinction boundary the learners were able to explain the factors and the impact these factors had on development. Answers were mainly balanced between both areas of development. A few candidates were able to write concisely about a large range of factors, but the majority tended to select a few factors to discuss.

The work that did not meet the distinction boundary was because the learner normally focused on one area of development over another, so their response was not balanced.

Activity 2

The key person has asked you to investigate the different factors that may impact on Victor's **cognitive and physical development** positively and/or negatively.

Your investigation should:

- identify factors from the Key Person Assessment
- explain how these factors may affect Victor's **cognitive and physical development**.

(14)

Example 5

The learner has identified 3 factors. The learner has mentioned both areas of development but there is limited reasoning as to how they affect Victor's cognitive and physical development.

Mark band 1 - 3 marks

getting enough ~~enough~~ exercise.
 another factor is he enjoys playing
 problem solving games and this
 help with his brother, this could
 have a positive impact on his
 cognitive development because he
 would be able to understand rules
 of games better. ~~the~~ Another factor
 would be his mum works full
 time as a teacher which could
 impact their physical development

negatively as their mum could be too
 busy to take them out to play

Example 6

The learner has shown a range of factors covered with slightly more emphasis on physical development. Some good points raised for how the factors impact Victor's physical development. To have gained more marks, a more detailed explanation was needed on the impact of these factors and conclusions needed to be drawn. **Mark band 3 - 8 marks**

The key person has asked you to investigate the different factors that may impact on Victor's **cognitive and physical development** positively and/or negatively.

Your investigation should:

- identify factors from the Key Person Assessment
- explain how these factors may affect Victor's **cognitive and physical development**.

(14)

Factors that may impact Victor's physical development are he lives in a flat that has no garden. This will impact him negatively because he won't have the space or freedom to run around and burn off the energy he needs to. A factor that may impact Victor's physical development positively is he has swimming lessons once a week. This will impact him positively because he will know how to swim at a ~~young~~ young age and it will develop his gross motor skills. A factor that will impact his cognitive development negatively is Victor ~~shares~~ shares a large bedroom with his brother, this will impact him because there ~~may~~ ^{may} be toys and activities in there which may not be age appropriate for Victor and may make him develop too quickly. A factor that may

impact Victor's cognitive development positively is Victor's mum works as a full time teacher. This will impact him positively because in her spare time she could do some problem solving activities with Victor which will help him develop. Another factor which could impact Victor's physical development positively is he goes to football classes for under-fives this will allow him to learn new skills, burn off energy and will develop his gross motor skills by improving his leg muscles. Football may also improve his hand-eye coordination. Another factor which could impact Victor's cognitive development is his parents are divorced and Victor and his brother do not have contact with their dad as he lives abroad. This will impact him negatively because it may of caused him to struggle to settle into nursery. ~~caused him to struggle to settle into nursery~~

Example 7

The learner has identified a good range of factors and has demonstrated an in-depth understanding of how these factors impact on cognitive and physical development. The response showed a good balance of both cognitive and physical development. However, the response did not demonstrate sufficient reasoning to gain full marks.

Mark band 4 - 12 marks

Activity 2

The key person has asked you to investigate the different factors that may impact on Victor's **cognitive and physical development** positively and/or negatively.

Your investigation should:

- identify factors from the Key Person Assessment
- explain how these factors may affect Victor's **cognitive and physical development**.

(14)

mum works full time.

From ~~know~~ the key person assessment, there is evidence that Victor lives with his mum who is a single parent, he has one older brother who is seven years old, his parents are divorced, he has no contact with his dad as he ~~is~~ now lives abroad*. Victor lives in a flat on a busy main road, there is a park across the main road, the flat has no garden and he shares a large bedroom with his brother. These are all factors impacting Victor's development.

As Victor lives with only his mum who works full time, this could impact his cognitive development as he isn't getting any 1:1 time with her to do any work, or play cognitive games for example. This factor could also impact his physical development, as his mum

~~can't~~ Can't do many outdoor activities with him, such as throwing and catching a ball. As Victor has no garden, this also means he is unable to play outdoor games when he is at home, having a negative effect on his physical development. However Victor has one older brother who is seven years old, this could have a positive impact on his physical development as he has someone to play with at home. It could also have a positive effect on his cognitive development, as he enjoys playing problem-solving games

and treasure hunts with his brother. This gives Victor 1:1 time, improving his cognitive development. Victor lives in a Flat on a busy main road, this could have a negative effect on Victor's cognitive development, as the noise could distract him or frustrate him when trying to concentrate on something. Victor's Flat has no garden, this will have a negative effect on his physical development, however there

is a park across the busy road, this could have a positive effect on his physical development, as he is able to play and move around, using different obstacles. Victor goes swimming once a week and attends a football class for under fives, these two factors will have a positive effect on Victor's physical development, as doing physical activities away from nursery, will benefit Victor. He is getting exercise and improving his physical development. Victor goes preschool five days a week, this benefits ~~his~~ both his physical and cognitive development, he is playing and doing activities with others, whilst being observed, to ensure he gets the extra support he needs to reach all his milestones. Victor also attends a nature club at pre school, this has a positive effect on his cognitive development as he is able to learn new things. Victor also plays on the obstacle

course at the preschool, which has a positive effect on his physical development as he is using skills such as balancing which uses gross motor skills.

Activity 3

Learners were able to produce a plan relevant to cognitive development that was mostly age appropriate. In several instances, learners included other areas of development into the plan. The role of the Early Years Practitioner (EYP) was often answered well as was health & safety considerations. Learners often could not justify how or why the activity met the child's needs nor how the activity could be extended. Some responses did not seem to refer to the activity but to other areas of development. This led to learners losing marks.

The main area for concern was because some learners did not plan a cognitive activity as required but a physical one instead. The targeted milestone (ii) was often not well done as this did not always refer to a milestone in the source material and sometimes was a vague response or did not relate to the activity. The description of the activity (iv) was very brief and often did not make sense making it difficult to follow. Some learners provided a clear description. Timings given for the length of activity (v) were on the whole appropriate for the task. The role of the Early Years Practitioner (vi) was not well done with often vague comments, the most popular comments were 'to supervise, ask questions and prepare the activity'. These are generic responses and learners need to ensure these are contextualised to the activity they are discussing.

Health and Safety issues to be addressed (vii) was another weak section with extremely limited responses. Comments included 'doing a risk assessment' but no further description as to what or why a risk assessment was needed. On some occasions the work included an appropriate plan but the justification was incomplete and/or inappropriate.

At the distinction boundary the activity plans were complete, detailed, and appropriate for a 4- to 5-year-old child. Several learners had identified that there was no evidence in the Key Person Assessment that Victor could identify activities linked to times of the day and as a result, planned activities to support this. The practitioner would be able to carry out this activity using the plan.. The justification for the activity was present with a good understanding of how the resources help meet the planned milestone. Realistic limitations were included though sometimes brief. Relevant recommendations for future planning were included but were again brief.

The plans that did not meet the distinction boundary were normally well-planned age-appropriate activities. However, the justifications for the activity were not always detailed and did not provide appropriate extension activities.

Activity 3

Victor's key person has asked you to plan an activity to promote Victor's **cognitive development**.

To do this you should:

- select a milestone to target, which Victor can achieve in the **next three months**
- use the template provided.

(24)

Example 8

This activity is neither age or stage appropriate. The learner has not answered the question as they have planed an activity to support fine motor development and has not included a specific milestone to target. Sometimes within the plan other areas of development can be found as concentration is mentioned here.

Learners should be discouraged from including poor practice in the plans. Here the learner mentions that the child will be made to start again if they go out of the lines, which is not a behaviour strategy we would encourage for a 4 year old as this could be very upsetting and demotivating.

Planning (i-viii) 3 marks Justification(ix-xii) 3 marks - total marks 6

To do this you should:

- select a milestone to target, which Victor can achieve in the **next three months**
- use the template provided.

(24)

i	Title of activity	Colouring inside the lines or else ...
ii	Targeted milestone	COLOUR IN PICTURES USING FINE MOTOR SKILLS.
iii	Type of activity (This could cover more than one type)	Tick (✓) all that apply
		Creative <input checked="" type="checkbox"/>
		Construction <input checked="" type="checkbox"/>
		Imaginative <input type="checkbox"/>
		Sensory <input type="checkbox"/>

iv	Length of activity (duration)	30 minutes to 1 hour.
v	Description of activity	Victor will be given a empty template of a picture of his choice. He will then need to colour inside the lines accurately in order to improve his concentration with his fine motor

SKILLS.

Once he has coloured the picture without coming out the lines he is finished.

However, if Victor comes out of the lines he has to start again.

vi

Role of Early Years Practitioner

Supervise Victor whilst he is colouring in.
If he colours out the line you must give him a new template.

Also, ensure any resources which are not being used are kept away safe and tidy.

vii	Health and safety issues to be addressed	<p>sharp edges on paper could give him a paper cut.</p> <p>Any pens left open can cause ink poisoning if in the wrong place.</p> <p>make sure all unused resources are kept away to avoid any accidents.</p>
-----	--	--

viii	Resources	<p>Paper picture templates.</p> <p>colouring pens.</p> <p>pencils.</p> <p>sharpener..</p>
------	-----------	---

ix	How activity resources help the child to meet the planned milestone	<p>The templates of the pictures will have outlines either dotted or lined in order for victor to guide his pen or pencil and keep inside the lines.</p> <p>This will also help with the control of his fine motor skills such as using pens accurately.</p>
----	---	--

x	How the activity meets the child's individual needs	<p>Victor likes drawing pictures as well as doing lots of physical activities.</p> <p>This will help Victor find joy in doing more activities which can relax the brain and help his concentration levels.</p>
xi	What could limit the success of the activity?	<p>If Victor was not enjoying it.</p> <p>Victor may not like the resources provided such as the templates or the pens and pencils.</p> <p>Not having other resources such as paint.</p>
xii	How this activity could be extended in the future for this child	<p>Add more children.</p> <p>Get more complex templates with less space to colour.</p> <p>Add paints and arts and crafts.</p>

Example 9

This is an age and stage appropriate activity with a targeted milestone. The plan is detailed and could be carried out from the plan.

The justification contains limited detail and does not demonstrate that the learner understands how the activity promotes the targeted milestone. This is where the learner has lost marks.

Planning (i-viii) 7 marks Justification(ix-xii) 4 marks - total marks 11

- select a milestone to target, which Victor can achieve in the **next three months**
- use the template provided.

(24)

i	Title of activity	Matching the equal sets (Pairs)
ii	Targeted milestone	4-5 years Counting Matching equal sets
iii	Type of activity (This could cover more than one type)	<div>Tick (✓) all that apply</div> <div>Creative <input type="checkbox"/></div> <div>Construction <input type="checkbox"/></div> <div>Imaginative <input type="checkbox"/></div> <div>Sensory <input type="checkbox"/></div> <div>Physical <input checked="" type="checkbox"/></div>

iv	Length of activity (duration)	10-20 minutes
v	Description of activity	<p>There will be cards set out on the table turned upside down. The children will take it in turns to pick up 2 cards on the table. This game will help the child test their memory and to see if they can remember where the cards.</p> <p>At When they get a pair correct they have to say what is on the cards.</p>
vi	Role of Early Years Practitioner	<p>The early years Practitioner Practitioner should help set up the activity and then they should then play with the child to help their cognitive development.</p>

vii	Health and safety issues to be addressed	Make sure the cards stay on the table and are not thrown around the room.
viii	Resources	A clean table for the activity to take place on. 2 chairs for the student and the early years Practitioner to sit on. Cards for them to play the game.
ix	How activity resources help the child to meet the planned milestone	This will help victor stay at the expected milestone for matching Pairs
x	How the activity meets the child's individual needs	It will help victor's Cognitive development stay at exceeding for his age.

	<p>xi</p> <p>What could limit the success of the activity?</p>	<p>if victor doesn't want to do it. He could also find the game to easy/hard which could make it boring.</p>
	<p>xii</p> <p>How this activity could be extended in the future for this child</p>	<p>You can play this activity again and maybe victor changes who he plays with. You can add different cards & and more cards to make it harder.</p>

Example 10

This is an exciting and original activity focusing on cognitive development that children would enjoy. The activity is well planned and would stimulate Victor's problem-solving skills. The learner has demonstrated an understanding of how the activity can meet victors planned milestone and has based an activity on Victors interests. The learner has shown an understanding of how the Early Years Practitioner scaffolds learning and how this can in turn, extend the activity.

Planning (i-viii) 8 marks (full marks for planning) Justification (ix-xii) 13 marks Total marks 21

i	Title of activity	Free the dinosaurs!
ii	Targeted milestone	'give reasons to solve problems'
iii	Type of activity (This could cover more than one type)	Tick (✓) all that apply
		Creative <input checked="" type="checkbox"/>
		Construction <input type="checkbox"/>
		Imaginative <input checked="" type="checkbox"/>
		Sensory <input checked="" type="checkbox"/>
		Physical <input checked="" type="checkbox"/>
iv	Length of activity (duration)	5 minutes - I have chosen 5 minutes as children of a young age group find it hard to concentrate and stay engaged for a long period of time.

v	Description of activity	<p>The practitioner will set up the activity by having a range of different types of dinosaurs on a sand tray with some leaves and the dinosaurs will be stuck in string. with some</p> <p>The practitioner will gather a small group of children (3 children at a time) to and ask them 'how will we free these poor dinosaurs?' now The practitioner will at first won't provide any materials such as scissors to see what the children can come up with. can they solve this problem?</p>
vi	Role of Early Years Practitioner	<p>The practitioner must ensure a risk assessment has been carried out, making sure there is a mat around the sand tray so nobody slips.</p> <p>ensuring the area is safe.</p> <p>The role of the practitioner is to enlighten questions and imagination to see what they can do to free the dinosaurs. The practitioner will ask questions to keep the children engaged this also comes with enthusiasm from the practitioner if they see that they are excited they will be to. The role of the practitioner is to promote as much independence as possible so not giving them ideas straight away and listen to the ideas that the child have and trying them all. The practitioner must supervise this activity so prevent accidents are limited. If the child is struggling step in to help and say 'what could we use to cut the dinosaurs out?' and offer scissors. give praise and encouragement to all child's efforts even those who are struggling.</p>

vii	Health and safety issues to be addressed	<p>The health and safety issues to be addressed are that the table is monitored so no child eats the sand as it could cause harm as well as a choking hazard. There isn't any long pieces of string loose so the children don't accidentally strangle themselves. A mat around the sand tray so that nowhere none of the children slip and fall on the table sand. That the activity will take place in a space suitable so there aren't children charging past and tripping over.</p>
viii	Resources	<ul style="list-style-type: none"> • foam mats - around the sand tray to minimise slips • sand tray • sand • dinosaurs • string • scissors (child friendly) • leaves (sensory) • fossils

ix	How activity resources help the child to meet the planned milestone	The string will help the child meet the planned milestone as that is the problem that they are trying to solve. It is the main resource along with the dinosaurs and without it them both their wouldn't be anything to solve. The scissors will also help the child meet their planned milestone as they could use this resource to solve their problem. I have included dinosaur fossils to excite the children. and get them into it will make them more enthusiastic.
x	How the activity meets the child's individual needs	This activity meets the individual needs of the child as I have planned an activity based on Victor's interest of dinosaurs and made an activity from that as I know that the child will therefore be engaged and wanting to take part as it is something they are interested in.

xi	What could limit the success of the activity?	The success of the activity could be limited if the child isn't feeling well as they are not going to want to engage in the activity. If the child isn't attending nursery for whatever reason, it could affect the child's development as they could fall behind if they are not attending and getting the support they need. There may be a more interesting activity going on elsewhere and may become distracted by that and refuse to do your activity.
xii	How this activity could be extended in the future for this child	This activity could be extended in the future by less practitioner support, limiting the questions being asked.

Summary

Learners should be encouraged to complete all sections of each activity and make full use of the space provided for each activity in the answer booklet. Learners should not write answers on blank pages at the back of the booklet as this work may not be seen. If a learner needs additional space to complete an answer, it should be written on a supplementary answer sheet.

Learners have now developed the skill of interpreting milestones and stages of development for activities 1a and 1b and this can be seen in the responses for these activities. However, learners need to be reminded that physical development includes both fine motor and gross motor development. Learners should **not make assumptions** about a child, as within a setting if you do not see a child achieve a milestone during an observation it does not mean the child has not achieved it. It means you have not observed it and will need to carry out further observations.

Improvements are continued to be made in answering activity 2 at the pass boundary. Learners are identifying the relevant factors for both areas of development from the Key Person Assessment at the beginning of their response. It is recommended that learners have a sound understanding of all areas of development to enable them to discuss the impact of the identified factor on development. When talking about areas of development the learners should not make superficial statements for example, quoting just 'physical development' rather than being specific about which area of physical development was impacted e.g., manipulation, flexibility, strength, coordination.

Learners should ensure that they have produced a balanced response with an equal focus on both areas of development to access the higher mark bands.

Some learners are still not planning activities for the area of development asked for in Activity 3. This has been mentioned in the LE report on several occasions. It is recommended that learners read the question carefully to ensure they plan an activity for the right area of development that is age appropriate. It is also recommended that learners develop an understanding of how these plans meet a child's needs if they are to access the higher mark bands.



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom

