

Pearson BTEC Level 2 Technical Diploma

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Learner Registration Number

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Time Supervised hours: 2 hours
30 minutes

**Paper
reference**

21221K

Children's Play, Learning and Development (Early Years Practitioner) UNIT 2: Child Development from Birth up to Five Years

You must have:

Information Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** activities.
- Answer the activities in the spaces provided
– *there may be more space than you need.*
- This task and answer booklet contains material for the completion of the task under supervised conditions.
- This task and answer booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series.
- This task and answer booklet must be kept securely until the start of the supervised assessment. This task must be undertaken in the period timetabled by Pearson.
- The information booklet must **not** be returned with this task and answer booklet.

Information

- The total mark for this task is 50.
- The marks for **each** activity are shown in brackets
– *use this as a guide as to how much time to spend on each activity.*

Advice

- Read each activity carefully before you start to answer it.
- Try to answer every activity.
- Check your answers if you have time at the end.

Turn over ►

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Instructions for Teachers/Tutors and/or Invigilators

The task must be completed during the period of two days within the period timetabled by Pearson.

The task must be carried out under supervised conditions.

Learners must complete the task using this task and answer booklet.

The task is a formal external assessment and must be conducted with reference to the instructions in this task and answer booklet and the *Instructions for Conducting External Assessments (ICEA)* document, to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Teachers/tutors and/or invigilators are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the task can be brought into the supervised environment
- during any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment.

After the session the teacher/tutor and/or invigilator will confirm that all learner work was completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

This task and answer booklet should be submitted to Pearson.

Each learner must complete an authentication sheet.

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Instructions for Learners

Read the information booklet and task and answer booklet carefully.

The information booklet and task and answer booklet contain all the information you need to complete each activity in the task.

You must plan your time for each part of the task. You have a total of two and a half hours in this session to complete the task.

You will complete this task under supervision.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Outcomes for submission

The task and answer booklet should be submitted to Pearson.

You must complete an authentication sheet.



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Task

You must use the Development Chart and Key Person Assessment in the information booklet to complete the following activities.

Activity 1a

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

(Total for Activity 1a = 6 marks)

Activity 1b

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

(Total for Activity 1b = 6 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.

(Total for Activity 2 = 14 marks)

Activity 3

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

(Total for Activity 3 = 24 marks)

TOTAL FOR TASK = 50 MARKS



Answer booklet

You must complete ALL activities.

Please write your answers in the spaces provided.

Complete your work in the space provided **below**.

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)

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(Total for Activity 1a = 6 marks)



Complete your work in the space provided **below**.

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)

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(Total for Activity 1b = 6 marks)



Complete your work in the space provided **below**.

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)

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Handwriting practice area with 30 horizontal dotted lines.

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(Total for Activity 2 = 14 marks)



Complete your work in the table provided **below**.

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)

i	Title of activity	
ii	Targeted milestone	
iii	Type of activity (This could cover more than one type)	Tick (✓) all that apply
		Creative <input type="checkbox"/>
		Construction <input type="checkbox"/>
		Imaginative <input type="checkbox"/>
		Sensory <input type="checkbox"/>
		Physical <input type="checkbox"/>





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iv	Length of activity (duration)	
v	Description of activity	



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vi	Role of Early Years Practitioner	
vii	Health and safety issues to be addressed	



viii

Resources

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ix	How activity resources help the child to meet the planned milestone	
x	How the activity meets the child's individual needs	



xi	What could limit the success of the activity?	
xii	How this activity could be extended in the future for this child	

(Total for Activity 3 = 24 marks)

TOTAL FOR TASK = 50 MARKS

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Pearson BTEC Level 2 Technical Diploma

Time Supervised hours: 2 hours
30 minutes

**Paper
reference**

21221K

Children's Play, Learning and Development (Early Years Practitioner) **UNIT 2: Child Development from Birth up to Five Years**

Information Booklet

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Instructions

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Development Chart

Birth up to 12 months

- Newborns are born with reflexes – sucking, rooting, startle, grasping, stepping – which help them survive. Movements are uncontrolled and uncoordinated.
- At one month – can turn from their side to their back and lift their head briefly.
- At three months – can lift up head and chest when on their stomachs and bring hands together over body, can sit with their back straight when held, wave bringing hands together over body.
- At six months – can roll over from back to front, lift their head and chest while supporting themselves on their arms.
- At nine months – can sit unsupported, usually mobile by crawling or rolling, may pull up to stand alone, can walk by holding on to furniture.
- At 12 months – can pull up to stand, stand alone, walk while holding on to furniture.
- No coordinated movement but newborns will grasp things put into their hands as a reflex action.
- At one month – can open their hands to grasp an adult's finger.
- At three months – can watch their hands and hold a rattle for a moment.
- At six months – can reach for a toy and move a toy from one hand to the other.
- At nine months – can use a pincer grasp (index finger and thumb) to grasp objects, can deliberately release objects by dropping them.
- At 12 months – can use pincer grasp to pick up small objects, point using index finger.
- Newborns turn head towards light, gaze at human faces, startled by sudden noises.
- At one month – 'freeze' if they hear a sound played softly.
- At three months – can recognise familiar routines, are alert and follow movement with eyes if objects are close.
- At six months – can explore objects by putting them in their mouth, recognises voices.
- At eight or nine months – can look for dropped objects and objects that they see being hidden.
- At 12 months – enjoy throwing toys to the ground and watching their descent, learn by trying things out and repeating if successful. This approach to learning is called 'trial and error'.

- Newborns respond to high-pitched tones by moving limbs.
- At one month – can turn head to adult voice, begin to coo at six weeks.
- At three months – smile when they hear a familiar voice, cry loudly to express needs.
- At six months – make short babbling sounds, such as 'da' and 'ba', squeal with delight.
- At nine months – understands 'no', vocalise in long strings of babbling.
- At 12 months – know their own name, understand simple instructions.
- Newborns imitate facial expressions.
- At one month – can focus on human faces with interest.
- At six weeks – can smile.
- At three months – enjoy being held and form indiscriminate attachments, smile at familiar people/strangers.
- At six months – can recognise and respond to emotions in others, start to show wariness of strangers.
- From seven to eight months – can form specific attachments and show wariness of strangers.
- From eight months – develop specific attachments and imitate actions of others, such as clapping.
- From eight months – experiences separation anxiety from primary carer(s).

12 months up to two years

- At 15 months – can crawl upstairs and may walk hesitantly, kneel without support.
- At 18 months – can walk unaided, walk upstairs with help and can squat to pick up toys, can run but unable to avoid obstacles.
- At 15 months – pincer grasp is precise, use palmar grasp to hold crayons.
- At 18 months – can build a tower of three or more bricks, feed themselves with a spoon, scribble using a crayon in palmar grasp.
- At 15 months – explore objects by sight and sound.
- At 18 months – very curious to explore their environment, remember where things belong.
- At 15 months – communicate by pointing and vocalising, know up to six words.
- At 18 months – know around 10–40 words, can communicate wishes, understand simple requests.
- At 18 months – emotionally dependent on parents and key persons, play alone but enjoy being near adults and siblings, insistent on immediate attention to needs and can copy adult actions, alternate between clinging and resistance.

Two years up to three years

- At two years – can run, climb onto furniture, use sit-and-ride toys, and push and pull wheeled toys.
- At two and a half years – can kick a large ball, can jump with two feet together from a low step.
- At two years – can draw dots and circles, put on shoes and fasten with Velcro® but not buckles and laces, pick up small objects using pincer grasp, build a tower of six or more bricks, drink from a cup, use a spoon to feed themselves.
- At two and a half years – start to show a hand preference, can pull down items of clothing, start to develop tripod grip.
- At two years – recognise themselves in mirrors, can remember past experiences.
- At two and a half years – recognise themselves in photographs, can complete simple puzzles with help.
- At two years – know 50–199 words, able to join words, enjoy looking at books.
- At two and a half years – know around 200 words, start to use simple sentences, ask questions, use personal pronouns, plurals and negatives.
- At two years – unable to wait for needs to be met, may be distracted from tantrums, play in parallel with other children but unable to share toys.
- At two and a half years – play alongside other children and engage in onlooker play, very dependent on adults and jealous of other children gaining attention, respond well to adult attention and praise, and have tantrums when frustrated.

Three years up to four years

- At three years – can run forwards and backwards, steer a tricycle, walk upstairs with alternate feet, throw and catch a large ball.
- From three to four years – can hop on one foot, walk along a line, aim and throw a ball and kick it with force, ride a tricycle using pedals.
- At three years – can use tripod grip, draw a circle, hand preference is established for most tasks.
- From three to four years – can button and unbutton clothes, use scissors to cut out simple shapes, draw a person with head, trunk and legs, eat with a knife and fork, thread beads to make a necklace.
- At three years – understand the difference between past and present, can complete simple puzzles.
- From three to four years – can recognise and name primary colours, understand what is meant by 'more', can tell whether an object is heavy or light, arrange objects into categories, make a connection between people and events.
- At three years – speech is clear to anyone unfamiliar with child, enjoy books and turn pages, sing songs and rhymes.
- From three to four years – speech can be easily understood, although some words may be incorrect, use questions, language is fluent by four years, with some speech immaturities.
- At three years – find it easier to wait, start to take turns and share, enjoy being with other children and will comfort another child, help adults.
- From three to four years – can cope with separation from primary carer with someone they know, begin to play cooperatively, show clear friendship preferences, play with others.

Four years up to five years

- From four to five years – 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, start to ride a bike.
- From four to five years – can form letters, write own name, colour in pictures, starting to use a knife and fork, thread small beads.
- From four to five years – can count accurately up to 10, add two sets of objects together, match equal sets, understand the need for rules, name the time of day associated with activities, give reasons to solve problems.
- From four to five years – can count aloud accurately up to 10, use complex sentences with words such as 'because', talk about what has happened and what might happen, use language to argue and answer back, able to tell stories, enjoy jokes.
- From four to five years – can work out what other people may be thinking, which helps them to negotiate with others, able to understand the need for rules, develop close friendships, behaviour mostly cooperative and separate more easily from parent.

Five years up to seven years

- Greater acceptance of reality.
- Bodily confidence and coordination.
- Conservation of number and quantity.
- Reading skills developed.
- Greater complexity in language.
- Can express feelings of self and others.

Key Person Assessment

Victor is **four years and six months old**. He attends Rosy Apples Preschool.

The preschool has completed a Key Person Assessment form to help support his development.

Child: Victor	Age: four years and six months old
Family	Skills and Abilities
<ul style="list-style-type: none">• Victor lives with his mum, who is a single parent.• Victor has one older brother who is seven years old.• Victor's parents are divorced. Victor and his brother do not have contact with their dad as he now lives abroad.• Victor's mum works full time as a teacher.	<ul style="list-style-type: none">• Victor enjoys playing board games with the children in preschool and understands the need for rules when playing them.• Victor can ride the preschool bikes confidently without stabilisers.• When playing hide and seek Victor can count to 30 accurately.• Victor likes drawing pictures. He can use a pencil to write his name on his own drawings.• When playing chase outside, Victor can run without bumping into the other children.• When playing with toy dinosaurs, Victor can add two sets of dinosaurs together.• Victor is able to use bricks to match equal sets.• Victor uses a knife and fork with confidence when eating his lunch.
Home Environment	Other Information
<ul style="list-style-type: none">• Victor lives in a flat on a busy main road.• There is a park across the busy road.• The flat has no garden.• Victor shares a large bedroom with his brother.• Victor enjoys playing problem-solving games and treasure hunts with his brother.	<ul style="list-style-type: none">• Victor goes to football classes for under-fives.• He has swimming lessons once a week.• Victor goes to preschool five days a week.• Victor attends the nature club at preschool.• Victor plays on the obstacle course at the preschool.



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