



Examiners' Report Lead Examiner Feedback

March 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)

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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

On the whole, learners continued to answer activities 1a and 1b well, with most learners being able to use the development chart and Laia's Key Person Assessment to complete the activities. The Lead Examiner noted that there was an overall improvement in marks for both activities, with activity 1a being answered slightly better than activity 1b. This was a surprise as in previous series learners have done better in activities focussing on physical development as opposed to language development. It was pleasing to see that many learners were able to identify several relevant factors from the Key Person Assessment, but they were often unable to link the identified factors to both Laia's language and physical development, leaving the response unbalanced. As with the last time this paper was sat, the learners focussed more on language development rather than physical development. As in previous series, an unbalanced response prevented many learners from accessing the higher mark bands for activity 2. The planning for activity 3 has improved for this series. Learners were able to complete the planning template, and on the whole were able to plan age-appropriate activities. The justification of the planned activity is where several learners lost marks, not really understanding how the activity would meet Laia's needs both now and for future extension activities

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 marking grid.

Tasks

Activity 1a

Activity 1a

The key person has asked for your help in comparing Laia's **language development** against the expected milestones for her age.

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

Your assessment should:

- identify the language milestones for a child aged **two years and 10 months**
- identify Laia's current stage of language development
- conclude whether Laia's language development meets expected norms.

(6)

At the pass boundary, learners were able to identify the relevant language milestones appropriate to a child of 2 years 10 months. They were then able to identify some or all of Laia's actual stage of language development. At the pass boundary, conclusions were brief or absent, with some learners not identifying that Laia had a language delay and some incorrectly stating that she was meeting developmental milestones. Where learners did not meet the pass boundary it was because they provided the language milestones for a child aged 2 years instead of the milestones for a child aged 2 years 6 months which is the nearest milestone to Laia's age 2 years 10 months. The learners were able to identify the stage Laia had reached in part. However, conclusions drawn were always incorrect as they were comparing Laia to the wrong language milestone.

At the Distinction boundary, learners were able to identify the relevant language milestones appropriate to a child of 2 years 10 months. They were then able to identify all of Laia's actual stage of language development. The learners were able to make comparisons to milestones and draw correct conclusions. However, responses on the boundary did not provide strong

enough conclusions to achieve full marks. Responses that did not meet the distinction criteria was usually because the learner only produced a brief conclusion with limited comparisons and judgments, so it was unable to move into mark band three for a distinction mark. Examples of learner responses showing a range of marks with annotation have been included below.

Example 1

The learner has not noted the correct age of Laia which is two years and 10 months and therefore the nearest appropriate milestone would be two and a half years.

The learner has identified some of the language milestones for a child aged two years. The learner has correctly identified some of Laia's stages of language development but not all of them. The learner incorrectly states in the brief conclusion that Laia is meeting expected norms and has not identified that her language development is delayed because the learner has compared Laia's development against the wrong milestones.

Mark Band 1 - 1 mark

At two years a child should be able to know 50-100 words and should also ask questions.

Laia knows about 150 familiar words also when laia talks to her boyfriend she can join some words together but cannot form a simple sentence.

As I read laia's key assessment I think Laia has met her expected norms because she can join some words together also she can know 150

familiar words.

Example 2

The learner has correctly identified all relevant language milestones for a child aged two and a half years. They have also correctly identified of all Laia's current stage of language development. A brief conclusion has been included where the learner correctly identified Laia had not reached expected norms. The learner did not achieve mark band 3 because they did not provide a conclusion that was fully supported by comparisons of expected milestones to the stage that Laia is current at. In addition, the response did not state what stage of language development Laia was at.

Mark Band 2 - 4 marks

(10)
The language milestones for children aged 2 years and 10 months is: Being knowing around 200 words, start to use simple sentences, ask questions, use personal pronouns, plural and negatives. Laia only knows about 150 familiar words, which ~~tests~~ ~~shows~~ ~~that~~ and when Laia is playing with other children she does not ask questions. Laia does not use plurals or negatives when she is talking to other children. Laia also struggles with forming simple sentences, she ~~can~~ can

only join a few words together. This shows that Laia is struggling

With the things that really
she should already be able
to do.

Achievements:

~~Laia~~ Laia knows about 150 words

Areas for development:

should know just about 200 words

Conclusion: Laia is struggling
a lot and she is behind on
her language development so Laia
does not meet her expected
norms.

Example 3

This is a well written response. The learner compares Laia's stage of language development with expected milestones throughout. The learner makes correct judgements about Laia's language development and in the conclusion the learner makes valid suggestions as to why her language is delayed.

Mark Band 3 - 6 marks

Laia is 2 years and 10 months, children this age should ~~be able to~~ know around 200 words and start to use simple sentences and ask questions.

Laia knows 150 familiar words, she does not ask any questions when playing with the other children. ~~Laia~~ When talking to her key person Laia can join some words together but is unable to form ~~simple~~ simple sentences. From this information we know that Laia's language development is emerging as she has not reached the milestones for her age.

Another reason why Laia's language development is ~~because~~ emerging is because around the age of 2 years and 6 months the child should start to

use personal pronouns, plurals and negatives but Laia does not use plurals or negatives when she is talking to the other children.

Laia's current stage of language development is not where it should be for her age which therefore means it is emerging. One impact of Laia's emerging language development could be that she struggles to say different words because she has a temporary hearing impairment, this could have a negative effect as she finds it hard to copy words for other people.

Activity 1b

Activity 1b

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

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

Your assessment should:

- identify the physical milestones for a child aged **two years and 10 months**
- identify Laia's current stage of physical development
- conclude whether Laia's physical development meets expected norms.

(6)

At the pass boundary, learners were able to identify the relevant physical gross motor and/or fine motor milestones appropriate to a child of 2 years 10 months. They were then able to identify some or all of Laia's actual stages of physical development. At the pass boundary, conclusions were brief or absent, with some learners not identifying that Laia had exceeded

some of the physical milestones or if they had identified the milestone, they did not go on to identify that Laia had exceeded it. Where learners did not meet the pass boundary it was because they provided the physical milestones for a child aged 2 years instead of the milestones for a child aged 2 years 6 months which is the nearest milestone to Laia's age 2 years 10 months. The learners were able to identify the stage Laia had reached in part. However, conclusions were inaccurate as they often compared Laia's physical development to the wrong physical milestone. Others stated that Laia's physical development was delayed because the 2 year milestones were not included in the key persons assessment, wrongly making the assumption that she had not achieved them.

At the Distinction boundary, learners were able to identify the relevant physical milestones appropriate to a child of 2 years 10 months. They were then able to identify all of Laia's actual stage of physical development, both fine and gross motor. The 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 often not stating what stage of development Laia was at. Responses that did not meet the distinction criteria was usually because the learner only produced a brief conclusion with limited comparisons and judgments, so it was unable to move into mark band three. Examples of learner responses showing a range of marks with annotation have been included below.

Example 4

The learner identifies physical development for a two year old rather than a two and a half year old at first. The learner then does go on to correctly identify Laia's actual stage of development, however there is no conclusion.

Mark band 2 - 3 marks

the physical milestones for a child aged two years and 10 months are, can run, climb onto furniture, use sit-and-ride toys, and push and pull wheeled toys. Laia enjoys spending time in the outside play area. She can hop on one foot and walk along the painted lines. Laia likes to play ball with other children and can kick a large ball. When playing outside she can jump with two feet together from a low step. Laia's current stage of development includes drawing pictures. Laia prefers to use her right hand and uses a tripod grip to hold her pencil.

Example 5

The learner identifies physical development (fine motor) for a two year old as well as for a two and a half year old. The learner then does go on to correctly compare Laia's actual stage of development. There is a brief conclusion, but the learner does not mention that some of the actual stages that Laia has reached are for three year milestones

Mark band 2 - 4 marks

The physical milestones a child aged 2 years 10 months are being able to run, kick a large ball, jump with ~~for~~ two feet together from a low step and develop tripod grip. A child aged 2 years 10 months should also begin to show hand preference, drink from a cup, use a spoon to feed themselves and build a tower of 6 or more bricks. Drawing dots and circles, putting on shoes and fastening with velcro and being able to pull down items of clothing are also expected milestones a child aged 2 years 10 months should be ~~achieving~~ achieving.

Currently, the physical milestones Laia is achieving are when she plays outside she can jump with two feet from a low step, kick a large ball, hop on one foot and

walk along the painted lines. Laia enjoys spending time in the outside play area and the role play area. In the role play area, Laia enjoys playing dress up and can pull items of clothing on and off. When drawing pictures, Laia uses tripod grip to hold her pencil and prefers to use her right hand.

In terms of physical development, Laia is meeting the expected norms for a child aged 2 years 10 months. This is because she has a hand preference, use tripod grip and pull items of clothing on and off. Laia can also jump with two feet together from a low step and kick a large ball.

Example 6

The learner identifies physical development for a two and a half year old and compares to Laia's actual stage of development. The learner correctly identifies the physical stages that Laia is advanced in. The learner draws correct conclusions. However, to gain full marks the conclusion would need to include or mention the fact that Laia has achieved 3 years old milestones for physical development.

Mark band 3 - 5 marks

Laia's physical development is on the exceeding milestone because at this age she is expected to jump with 2 feet together and Laia's skills show that she can jump with 2 feet and also hop on one foot so she is using her gross motor skills, she can also kick a large ball. Laia also does gymnastics 2 afternoons a week this will have a positive effect on her physical development showing that she past the norms for this age she is on the exceeding milestone.

At this age a child should be able to use a pincher's grasp and a tripod grasp grip at this is expected, Laia can feed herself using a spoon hold her pened using a tripod grip which shows that she is emerging on ~~this area~~ using her fine motor skills.

At this age it is expected of a child to pull down clothing and develop a tripod grip, Laia likes to do role play it says and she is very capable of ~~pull~~

pulling clothing on and off and using different items while playing dressing up so she is in the expected milestone of physical development for this age.

Activity 2

Activity 2

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

Your investigation should:

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

(14)

At the pass boundary, learners were able to identify the factors that impacted on Laia's development and were able, in some responses, briefly refer to the impact on the child. Responses tended to focus more on one area of development, usually language development. Where learners did not meet the pass boundary it was because they did not correctly identify or understand the impact of the factors or they only focused on factors on one area of development. The focus was predominantly language development in this case.

At the Distinction boundary, learners were able to identify the factors and the impact these factors had on Laia's development. Responses were mainly balanced between both areas of development. Responses that did not meet the distinction criteria were because learners focussed on one area of development over another, so the response was not balanced. The learner again usually focussed on language development. The understanding of the impact of the factors was also not detailed.

Several learners seemed to over focus on the positive/negative aspect of the question. This often meant that they were stating whether a factor had a positive or negative impact rather than how the factors impacted on Laia's language and physical development. When talking about areas of development some learners made superficial statements quoting just 'physical development' rather than being specific about which area of physical development was impacted e.g., manipulation, flexibility, strength, coordination. This detail is important in demonstrating an understanding of how the factor impacted Laia's development. Examples of learner responses showing a range of marks with annotation have been included below.

Example 7

This response focuses on factors in nursery and therefore is limited in detail. No physical factors have been included therefore the maximum mark the response can be awarded is within mark band 1.

Mark Band 1 - 2 marks.

(14)

Laia spends a lot of time in the book corner and enjoys looking at the books this will help her in a positive way because she will be familiarising her self with words from the books so this will improve her language development and also help with her cognitive development as she will be thinking along the way

Laia talks to her key person she can join some words together but cannot form simple sentences this will have a negative impact on her language development because sentences are not formed within conversation

Example 8

The learner has identified some factors relevant to Laia from the Key Person Assessment. The response contains some lines of reasoning as to how these factors impact on Laia's physical and language development but there are lapses.. The response mostly focuses on language development with some limited reference to physical development which enables the response to move into mark band 2.

Mark band 2 – 6 marks

one factor that could effect Laia's Physical and language development is that she ~~that~~ lives with her mum, dad and 4 siblings so she would spend a lot of time playing with them. Her language development could be emerging because she has 4 older siblings who most likely talk for her so she doesn't get to express her own feelings. one factor that could effect her Physical development is that she does gymnastics class 2 times a week so this can have a positive impact on her body she also does a lot of running round and playing with her siblings.

Laia is also unable to see her dad most of the times as he sleeps through the day and works overnight. This means that she doesn't really get to talk to him or see him a lot. This could effect her language development as her mum has other child to look after and it might be hard for ~~her~~ Laia to talk to someone in her house.

(14)

one factor that could effect Laia's language development is that she has a temporary hearing impairment so she finds it hard to hear what other people are saying so therefore she ~~sa~~ struggles to copy other people which is why she only knows a few words. This could also be why she ~~is~~ ^{isn't} does not ask any questions when playing with the other children.

Example 9

The learner has identified factors relevant to Laia from the Key Person Assessment. The response demonstrates some good lines of reasoning as to how these factors impact on Laia's physical and language development although there are occasional lapses. There is more emphasis on language development preventing the work from achieving higher into the mark band.

Mark band 3 – 10 marks

Language development:

- Laia lives with her mum, dad, three brothers and one sister so she has a lot of people to communicate with ~~and~~ to help her language development - Positive
- Laia's oldest brother attends secondary school and has a lot of homework to do after school so he may not want to talk / communicate with Laia at this moment of time - Negative
- Laia's mum works part time four mornings a week in a local shop so she may not be able to communicate with someone with fully developed language to learn from - Negative
- Laia's dad works nights at a local hospital and sleeps during the day so

- he can't fully help and support her language development all the time - Negative
- She shares a room with her five year old sister so she's got someone with a little more language development to learn and copy from - Positive
 - Laia goes to gymnastics class for toddlers aged 2-4 years, two afternoons a week so she can slowly develop her language skills by communicating with others - Positive
 - Laia has a temporary hearing impairment so she won't be able to understand and develop as quick as others. - Negative

Physical development:

- Laia lives with her mum, dad, three brothers and one sister so she has other syblings to play with. - Positive
- Laia's mum works part time four morning a week in a local shop so she has no significant figure to become ~~physical~~ physical with - Negative.

- Laia's dad works nights at the local ~~hospital~~ hospital and sleeps during the day so ~~Laia~~ Laia won't see a lot of adult attention - Negative
- She shares a bedroom with her five year old sister so she likes to maybe play with her and other children - Positive.
- There is a large enclosed garden at the back of the house with a sandpit and a mud kitchen to play with so this might encourage her to play outside a lot more. - Positive
- Laia attends nursery five mornings a week so she has other children to play and learn from - Positive
- Laia goes to a gymnastics class for toddlers aged two to four, two afternoons a week so Laia can learn new things and develop new skills - Positive

Example 10

The learner has identified factors relevant to Laia from the Key Person Assessment. The work contains detailed lines of reasoning as to how these factors impact on Laia's physical and language development demonstrating an in-depth understanding of the factors. The response is mainly balanced across both areas of development.

Mark band 4 – 12 marks

From looking at the key person's assessment I am able to see that Laila is part of a nuclear family which would have a positive impact on her language development as she has both mum and dad at home which also makes the environment more secure. Laila is also got 4 other siblings in which she can also learn from which is positive however in the key person's assessment it mentions the oldest brother always

attending secondary school and having a lot of homework to complete every night so this would have a negative impact on her language development as it's one less person to learn off as he has no time to converse or interact with her.

However, from looking at her home environment I am able to see that she has a big garden at the back of the house which has a sandpit and a mud kitchen she can play with. This would have a physical impact on both of the areas of development as physically she can make use of her gross and fine motor skills and then she could develop on her language skills when playing and talking about the objects she has.

Despite, Laia being apart of a nuclear family and having both mum and dad at home. Laia's dad works nights at the local hospital and sleeps during the day at home. This would have a negative impact on her physical and language development as she will not be able to go out as a family for walks etc. however she is still able to play in the garden the fact she barely sees

her dad could impact on her current stage of language development as she might not be secure with her dad and become less confident around new men and find it harder to communicate with new people and with her dad working long shifts he is unable to help her development so there she might start to regress.

Laila attends nursery five mornings a week which would have a positive impact on her language development as when she's attending nursery she is interacting with the other children taking part in circle time which involves singing and story telling these activities would allow her to learn more vocabulary as well as in a fun way.

However, this would also help her physical development as she will be participating in an activity's such as creative activity's where

She has to use her fine motor skills to hold objects such as paint brushes, coloured pencils and paper.

In the key person consultation I am able to see that the individual also attends gymnastics for toddlers two afternoons a week. This would have a positive impact on her physical development as she will be able to make use of her gross motor skills as well as learn of the other children who attend the gymnastic class and expand on her vocabulary.

However, Laila has a temporary hearing impairment which could affect her current physical and language development as she will find it harder to participate and understand so therefore her medical condition is a negative impact on her reaching and developing the expected milestones for her age group.

(Total for Activity 2 = 14 marks)

Activity 3

Activity 3

Laia's key person has asked you to plan an activity to promote Laia's **language development**.

To do this you should:

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

(24)

Learners were able to produce a plan relevant to language development that was mostly age appropriate. In several instances, learners made additions to the activity that were not age appropriate. These additions prevented the plan from gaining a higher mark. Learners often could not justify how or why the activity met the Laia's needs or how the activity could be extended appropriately. Quite often responses included an appropriate activity plan, but the justification was incomplete and/or inappropriate. Some learners did not meet the minimum level 1 mark band because the activity was not age appropriate.

At the Distinction boundary, the activity plans were complete, detailed, and appropriate for a three-year, one month old child. A practitioner would be able to carry out the activity using the plan. Full marks were often gained for the planning section of the activity. The justification for the activity was present with a good understanding of how the resources help meet the planned milestone. Realistic limitations and relevant recommendations for future planning were included although brief. The plans that did not meet the distinction boundary did not provide sufficient detailed justifications and did not consider wider contexts. For this series nearly all the activities were linked to language development, but several were aimed at an older child. The activity should have been based around a child who would be 3 years of age, but many learners had Laia reading words and putting written sentences together. These are not age appropriate milestones for a child of three years.

Examples of learner responses showing a range of marks with annotation have been included below.

Example 11

Planning i-viii - The activity plan is complete and detailed, appropriate for a three year, one month old child. A targeted milestone of using plurals, pronouns and negatives has been included. A practitioner would be able to

carry out this activity using the plan. Based on the Key Person Assessment Laia would be able to carry out this activity in the next 3 months based on the stage of her language development.

Mark band 3- 8 marks

Justification ix-xii - Justification for the activity is present with a good understanding of how the resources help meet the planned milestone. Realistic limitations included although brief. Relevant recommendations for future planning have been included but more detail would be required to enable this section to move into mark band 4 and achieve a higher mark.

Mark band 3 -12 marks

20 marks in total

i	Title of activity	Flashcards
ii	Targeted milestone	Teach Lara Plurals, negatives and pronouns as well as other words to improve her language development
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 checked="" type="checkbox"/></div> <div>Sensory <input checked="" type="checkbox"/></div> <div>Physical <input type="checkbox"/></div>

iv	Length of activity (duration)	20-30 minutes
v	Description of activity	<p>This would be a 1-1 activity with Lara and her key worker.</p> <p>Lara needs to expand her vocabulary, so do that we could use flashcards with pictures and ask her what they are.</p> <p>This would be most effective using words Lara doesn't already use.</p> <p>for They could buy flashcards suitable for Lara's age and use them with her.</p>

They could turn it into a game. The cards could be upside down, Laia chooses one and we can ask her if she knows it.

This could also encourage Laia to ask questions about the flash cards. This is also a sensory activity as the cards could be glossy or rough this maybe good to take ab-out with Laia.

vi	Role of Early Years Practitioner	<p>The role is to help Laila develop her language development. They should encourage Laila to try her best when trying to understand the flashcards. They should also encourage Laila to ask questions.</p> <p>The aim is</p> <p>This could also help Laila with forming sentences such as "that card has some dogs on it".</p>
vii	Health and safety issues to be addressed	<p>Cards shouldn't ^{have} be sharp on the edges. If dropped, pick up as this could be a slip hazard, especially if the cards are glossy.</p>

viii	Resources	<p>Some flashcards that Lara doesn't know of.</p> <p>The early years practitioners could make these or they could use ready made ones suitable for 2-4 year olds.</p> <p>The flashcards could be any topic, ensure they have pictures to help Lara some topics include:</p> <ul style="list-style-type: none"> - under the sea - pronouns - Animals - plurals Nouns <p>and more.</p>
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ix	How activity resources help the child to meet the planned milestone	<p>The flashcards will help Laila learn new words, plurals and more. They may encourage Laila to ask questions like, "What does this mean?" "How come what is this word?"</p> <p>This will help Laila meet up to 2 milestones in her language development.</p> <p>This activity will also let us know what words Laila knows or doesn't know.</p>
x	How the activity meets the child's individual needs	<p>The flashcards should have pictures describing the word, this will make it easier for Laila to understand.</p> <p>The child has a temporary hearing impairment so using visuals would be more effective.</p>

xi	What could limit the success of the activity?	<p>If now Laila is using flashcards, she already knows and understands then she wouldn't learn any new new words to help her language development move on.</p>
xii	How this activity could be extended in the future for this child	<p>This activity could be repeated 1-2 times a week to help get the best results in developing Laila's language development.</p> <p>We could also follow on with another activity which focuses on Laila forming sentences with the new words she learnt.</p>

Example 12

Planning i-viii - The activity plan is complete and mostly appropriate for a three year, one month old child. A targeted milestone of expanding vocabulary has been included (200 + words). There have been additions to the plan that are not age appropriate preventing the plan from moving into mark band 3.

Mark band 2 - 5 marks

Justification ix-xii - Some good points raised in the justification with some evaluation. Suggestions to extend the activity are age appropriate. The learners extension activity is not age appropriate and therefore prevents the activity plan from being awarded a higher mark

Mark band 2 - 7 marks

12 marks in total

i	Title of activity	Read a book in a small group. Everyone gets to read. And then they will do a word search relating to the book.
ii	Targeted milestone	This will help them get to know 200+ words. Help them ask questions. Spelling/learning new words.
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)	30 minutes to 1 hour.
v	Description of activity	<p>The early years practitioner will read a book with about four children including Laia and they will all sit in a circle with the EYP and they will read the story together.</p> <p>The children might ask questions.</p> <p>The EYP will ask them</p>

The EYP will ask them questions to make sure they are all interacted.

e.g. what do you think will happen next?

where do you think this animal might live?

How does you think she might feel?

after they have done that there will be a word-search for them to complete as a group.

They will have to work together to find words

vi	<p>Role of Early Years Practitioner</p> <p>(EYP)</p>	<p>The Early years Practitioner needs to make sure that there is a safe environment</p> <p>make sure that there is no arguing going on. or fighting.</p> <p>make sure that every child is getting a chance to speak.</p> <p>need to Differentiate as the children have different needs.</p>
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vii	Health and safety issues to be addressed	<p>No Sharp pens.</p> <p>carpet is clean</p> <p>no Sharp stuff.</p> <p>make sure that the area that the children are going to be sitting in is not dirty.</p> <p>clean the area before children are there.</p> <p>make sure there is nothing that can fall on the children.</p>
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viii	Resources	<p>The EVP is going to need a story either on the board or a book.</p> <p>make sure it has pictures in the book.</p> <p>The children are going to need a pencil</p> <p>Table & chair to sit at when doing the word search</p>
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x	How the activity meets the child's individual needs	<p>Laia</p> <p>Time will learn has to lip read</p> <p>She will be able to ask questions</p> <p>she will be able to use words to make a simple sentence as her vocabulary will be better</p>
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xi	What could limit the success of the activity?	<p>If there is too much noise it will be hard for the children to learn</p> <p>and it will also effect their level of concentration.</p> <p>If they don't interact it is important that they do.</p>
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xii	How this activity could be extended in the future for this child	<p>It is important that they do.</p> <p>In the future the activity could be extended by getting the children to make their own their own word search but that will depend on the age.</p> <p>Or maybe they could make their own story but that will also depend on their age</p>
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Example 13

Planning i-viii - The activity plan is complete and appropriate for a three year, one month old child. A targeted milestone of expanding vocabulary has been included. Based on the Key Person Assessment Laia should be able to carry out this activity in the next 3 months based on the stage of her language development. Plan brief in parts.

Mark band 2 - 6 marks

Justification ix-xii - Justification for the activity is limited and the section on individual needs is missing but the learner has made some relevant points. Some understanding of limitations has been demonstrated. Recommendations for future planning have been included but the points are very weak.

Mark band 1-, 3 marks

9 marks in total

i	Title of activity	Turning over cards ^{pictured} cards
ii	Targeted milestone	To be able to turn over a pictured card and say out loud what the picture is
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 type="checkbox"/>

iv	Length of activity (duration)	10-15 minutes
v	Description of activity	So 10 cards laid out flat down on the table in front of the child then the child has to turn one over look at the image shown and using their words say out loud what the image is.

vi	Role of Early Years Practitioner	<p>My role as an early years practitioner is to encourage the child to have a go and to let them know that it is okay to get it wrong the first time.</p> <ul style="list-style-type: none"> • To make it a fun experience for the child so they don't give up with the activity straight away • To encourage the child to say the four words
vii	Health and safety issues to be addressed	<ul style="list-style-type: none"> • To make sure the child isn't left alone as there could be the chance of a choking hazard due to the cards getting bitten on.
viii	Resources	<ul style="list-style-type: none"> • Play cards with an image and the word on them • Table and chairs

ix	How activity resources help the child to meet the planned milestone	The activity resources help the child to meet the planned milestones because they have a image to view and to look and using use their cognitive development and language skills to say what the image is
x	How the activity meets the child's individual needs	

xi	What could limit the success of the activity?	<p>If the practitioner isn't encouraging the child that could cause the limit of the cause</p> <p>achieving the activity success of the activity</p>
xii	How this activity could be extended in the future for this child	<p>This activity could be extended in the future by adding a timer so the child has to do it in a certain amount of time to say all of the cards laid in front of them</p>

Summary

It is recommended that learners attempt all questions and utilise the information provided in the **Key Person Assessment and Development Chart** as a basis for their responses. Learners should also be encouraged to complete all sections of the activities and make full use of the space provided in the answer booklet.

Learners should use the information provided in the **Key Person Assessment and Development Chart** to draw accurate conclusions about the child's current abilities and be able to identify areas for development, as this is an area where higher marks can be awarded. 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.

Continued improvements have been made in responding to Activity 2, but this still requires further development. 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. The learner should ensure that they have produce a balanced response with an equal focus on both areas of development.

Learners should ensure that the planning template in Activity 3 is fully completed with no boxes left empty. Empty boxes are still being seen. Learners should ensure that the activity matches the targeted milestone. There has been a marked improvement in the quality of activity plans. It is now recommended that learners develop an understanding of how these plans meet a child's needs now and through extension activities.

Learners should make full use of the answer booklet provided when responding to each activity. The space provided for each activity reflects the length of the anticipated response.



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