



T Level Technical Qualification in Education and Early Years (603/5829/4)

To be completed by the Examiner	
1	
TOTAL MARK	

Occupational Specialism: Assisting Teaching

Planning Activity

Assignment 1

Paper number: Additional sample materials

Assessment date: Additional sample materials

Time Allowed: 2 hours 30mins

Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.

Student information

- This assignment is completed under supervised conditions.
- You will have 2 hours 30 minutes to complete this assignment.
- You may take supervised rest breaks.
- The maximum for this assignment is 55 marks.
- You may bring in 2 sides of notes on A4 paper, based on the investigation task you have carried out.
- Access to course materials and other resources is **not** permitted.

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

BARCODE – TQ/EC/OC/AT/ASS1

Read the information carefully before starting your work.

Planning task

You are working in a primary school with a class of pupils aged 5 to 6 years.

The teacher has planned a numeracy lesson for the class. You have been asked to work with a small group of pupils to support their individual needs and learning targets.

One of the pupils you will be supporting, Ayesha, experiences difficulties with number bonds and memorising number patterns.

Noah is a younger pupil in the class and becomes easily upset when he does not get numeracy tasks correct. He often says the other children in the class are better at maths than he is.

You will need to consider the support and resources required to effectively engage Ayesha and Noah in the numeracy lesson.

You will have access to the two sides of notes on one piece of A4 paper, based on the investigation task you carried out.

Instructions

The teacher's numeracy lesson plan is provided on pages 3 to 6.

Complete the lesson plan. Demonstrate, **in detail**:

- how you would adapt the lesson plan to align with the teacher's plan and meet the individual needs of Ayesha and Noah
- suitable extension activities and a plenary to support Ayesha's and Noah's progress
- a range of pedagogical strategies and resources to enhance and support Ayesha's and Noah's numeracy skills.

You must use the answer space after the lesson plan to **explain** how:

- the selected resources will be used to support Ayesha's and Noah's individual learning needs, in line with the requirements of the school curriculum
- information from formative and summative assessment will be used to identify Ayesha's and Noah's individual needs and plan for their next steps
- differentiation to your lesson plan and strategies and/or interventions will support the inclusion of Ayesha and Noah.

Performance outcome 1: 20 marks
Performance outcome 2: 20 marks
Performance outcome 4: 15 marks

[55 marks]

<p>Year group: Year 1 (KS1) Date: Monday 14 March Time: 11.15–12.00</p>	<p>Class size: 28 Subject area/topic: Numeracy</p>
<p>Learning objective: To be able to memorise and reason with number bonds of 8</p> <p>TA to work with pupils Ayesha and Noah.</p>	<p>Assessment opportunities: Self-assessment of work, questioning by Teacher/TA, marked work</p> <p>Resources: Whiteboards/pens, exercise books, number lines and number blocks and cubes</p>
<p>This section has been completed by the teacher.</p>	<p>You must complete each of the boxes. You must show, in detail:</p> <ul style="list-style-type: none"> • how you would adapt the lesson plan to align with the teacher’s plan and meet the individual needs of Ayesha and Noah • suitable extension activities and a plenary to support Ayesha’s and Noah’s progress • a range of pedagogical strategies and resources to enhance and support Ayesha’s and Noah’s numeracy skills.
<p>Teacher’s lesson plan</p>	<p>Teaching assistant’s differentiated plan</p>
<p>Main lesson:</p> <p>Pupils are put into groups at their tables. The pupils will develop an understanding of the number bonds of 8 through concrete and abstract learning opportunities</p> <p>Activity 1</p> <ul style="list-style-type: none"> • Teacher explains the pupils will be finding out how to make the number 8 in a variety of different ways • Teacher writes a number line 0-8 on the whiteboard and asks the pupils to read out the numbers together 	<p>Main lesson:</p>

Activity 2

- Pupils are each given 2 containers and 8 counters
- Pupils are asked to count the number of counters
- Pupils are asked to divide the counters between the 2 containers and count the number of counters in each one
- Pupils spend time finding ways to divide the counters in different ways
- Teacher and TA support the activity
- Pupils learn how to make the value of 8 in different ways; for example, $1+7$, $2+6$, $3+5$, $4+4$ etc

Activity 3

- To reinforce learning
- Pupils use plastic cubes which connect together in a row to complete a similar task
- Pupils explore different components of 8 using the connecting cubes
- Teacher records pupils' findings on the whiteboard

Activity 4

- Pupils to complete a 'domino' worksheet
- The worksheet contains images of rectangles divided in the middle (dominos). The left-hand side of each rectangle has dots (1-8) and the right-hand side is blank
- Pupils to complete the right-hand side of the rectangle by adding dots to make sure the domino adds up to 8 in total
- Example: the left-hand rectangle has 3 dots so pupils should draw 5 dots on the right-hand side so that the domino equals 8 in total

Extension activity: Pupils to write number bonds in numerals, for example, $1+7=8$	Extension activity:
Plenary: Teacher to ask directed questions to assess pupils' learning	Plenary:
Pedagogical strategies and resources: <ul style="list-style-type: none">• whiteboard and marker pens• counters and cubes• 'Domino' worksheet• working in small groups• peer learning	Pedagogical strategies and resources: <ul style="list-style-type: none">•

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Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
1.0	First version		September 2022
v2.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v2.1	Sample added as a watermark	November 2023	16 November 2023