

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

## **Occupational Specialism: Early Years Educator**

### **Observation and Assessment of Children in Settings**

Assignment 3

Part 2

Insert

**Assessment date: 03 May 2023**

This insert contains observation data collected on Charlie.

It is for use with paper number **P001566**.

V1.0 May 2023

## Observation 1

<b>Name of child:</b>	Charlie
<b>Date of observation:</b>	8 October
<b>Age of child (in years and months):</b>	3 years 6 months
<b>Development/curriculum links:</b>	Physical development
<b>Place of observation:</b>	Finger gym area
<b>Time of observation:</b>	10:00am to 10:30am

### Aim of the observation

The aim is to observe Charlie (C) using scissors during a cutting activity to assess his physical development.

Objectives:

- to observe physical development in the area of moving and handling with a focus on cutting skills
- to assess Charlie's development levels and needs to plan for his next steps

### Introduction

The observation takes place in the nursery on the 'finger gym' table. This is an area in the nursery where children can practise activities to improve their fine motor skills. Three children and an Early Years practitioner (EYP) are preparing to cut out 4 different-sized circles to make a caterpillar.

This observation will focus on Charlie. The EYP and 3 children are sitting around a table with the equipment required to make a caterpillar, including:

- a sheet of paper with 4 pre-printed circles on it
- a selection of scissors including right-handed and left-handed, easy grip and training scissors
- glue sticks

Observation 1	
	<i>C is kneeling on a chair, elbows on table, resting his head on his hands.</i>
EYP	<p>"Charlie, please can you sit on your chair properly and put your feet on the ground? We need to sit safely for this activity."</p> <p><i>C does as he is asked.</i></p>
EYP	<p><i>Holds an example of the picture the children are going to make.</i></p> <p>"Can anyone tell me the name of this creature?"</p>
C	"It's a caterpillar, it's a caterpillar, he's got circles on him." <i>C shouts out without putting his hand up.</i>
EYP	<p>"Well done, Charlie! It is a caterpillar and you are correct. He is made up from circle shapes."</p> <p>"Charlie, please remember to put your hand up if you know the answer and try not to shout out, thank you."</p>
EYP	<p>"In a minute I am going to ask you to choose a pair of scissors and I would like you to carefully cut around the line of the circle. You need to sit safely and try to use your scissors correctly. Turn your paper as you cut."</p> <p><i>EYP demonstrates.</i></p> <p>"Be careful when you use your scissors and never point them at anyone! You may now start."</p>
C	<p>"I can do it, that's easy."</p> <p><i>C picks up a pair of right-hand scissors and tries to open them. He changes to left hand, then to right hand, then back to left. He opens them using 2 hands.</i></p>
EYP	<p><i>EYP passes C a pair of left-handed scissors to try.</i></p> <p>"Can you make a thumbs-up sign, Charlie? Keep your thumbs at the top of the scissors."</p> <p>"Can you use your other hand to hold the paper?"</p> <p><i>C holds the scissors in his left hand. He places the paper flat on the table and makes lots of snips along the bottom edge of the sheet. He uses both hands to open and close the scissors.</i></p>
EYP	"Try holding your paper in your right hand. Can you open and close your scissors using one hand, Charlie?"
C	<p>"Can't do it!"</p> <p><i>Charlie puts head on desk.</i></p>
EYP	<p>"Let's try something different."</p> <p><i>EYP passes Charlie some easy grip scissors.</i> "Try cutting with these."</p> <p><i>Charlie manages to open and close the scissors using his left hand but keeps the paper flat on the table.</i></p>
EYP	"Try using the paper in your right hand."
C	<p>"Snip, snip, snip, snip."</p> <p><i>C makes snips in the paper but cannot cut along the curved line. He swaps the easy grip scissors to the right hand.</i></p>

<b>EYP</b>	<p>"I will help you. I will hold the paper and turn it and you try to cut along the line."  <i>EYP turns the paper and Charlie opens and closes the easy grip scissors with his right hand.</i></p>
<b>C</b>	<p>"My mum says I can't have scissors at home cos I might cut myself or my hair."</p>
<b>EYP</b>	<p>"Oh, that's a shame. I bet you would be a sensible boy if you had some."</p>
<b>C</b>	<p><i>C nods his head. "Yeah!"</i>  <i>Charlie finishes cutting the first circle. "Oops, I've cut that off."</i>  <i>The circle is looking more 'square' in shape with very uneven snips.</i></p>
<b>EYP</b>	<p>"Let's try and cut one more, Charlie. You can have a special two-circled caterpillar."</p>
<b>C</b>	<p>Groans. "Can I go now?"</p>
<b>EYP</b>	<p><i>Helps Charlie to cut out one more circle. This time he changes scissors to left hand.</i>  <i>EYP turns paper while he snips.</i>            "Well done, Charlie! You have worked hard. Now let's stick your 2 shapes on the paper to make your caterpillar."</p>
<b>C</b>	<p>"I'm going to call my caterpillar 'Green'. Green is my favourite colour. Caterpillars are green and they eat leaves."  <i>Charlie sticks his 2 shapes onto a piece of paper.</i></p>
<b>EYP</b>	<p>"Now you can draw a face on your caterpillar and perhaps 2 feelers?"</p>
<b>C</b>	<p><i>Picks up a felt pen in a whole hand palmar grasp in his right hand.</i>            "One, two eyes. I don't want feelers. Can I go now?"</p>
<b>EYP</b>	<p>"Well done, Charlie, you have worked hard. I love your caterpillar and I love his name."</p>

**Please turn over for Observation 2.**

## Observation 2

<b>Name of child:</b>	Charlie
<b>Date of observation:</b>	11–15 October
<b>Age of child (in years and months):</b>	3 years 6 months
<b>Development/curriculum links:</b>	Physical development
<b>Place of observation:</b>	Outdoors in the nursery yard
<b>Time of observation:</b>	Observed over a 5-day period

<b>Observation 2</b>			
Achieved: <b>Y</b> = Yes, <b>N</b> = No, <b>P</b> = Partly			
<b>Area of Learning</b>	<b>Y</b>	<b>N</b>	<b>Comment</b>
<b>Physical Development</b>			
Outdoor learning <b>Bike riding</b> - continue to develop their movement, balancing, riding (scooters, trikes and bikes)		N	Charlie is outside on the trike. He uses his feet rather than the pedals to propel himself around the yard at great speed. He chooses trike rather than balance bike.
Outdoor learning <b>Construction area</b> - start taking part in some group activities which they make up for themselves, or in teams	Y		Charlie is enjoying chasing two of his friends Isaac and Oscar around the yard. He can change direction and avoids bumping into other children and toys and objects on the floor. Charlie can stop quickly too. "Faster, faster," he shouts, laughing.
Outdoor learning <b>Construction area</b> - collaborate with others to manage large items, such as moving a long plank safely-carrying large objects	Y		Charlie is building a pirate ship using the large wooden construction/building blocks. He works with two friends, Oscar and Isaac. "Let's make a seat here," says Charlie, "and walk the plank here." Charlie uses two hands to lift the blocks and to put them in the desired place. Charlie tells his friends what to do.
Outdoor learning <b>Construction area</b> - match their developing physical skills to tasks or activities	Y		Charlie is still playing in his pirate boat with Oscar and Isaac. The boys are taking turns to walk the plank (a small plank of wood coming out of their boat which is resting on wooden blocks). Charlie walks along it and jumps off, landing on two feet but falling forward. He pushes himself up from the ground using his two hands. Charlie pretends to swim to shore.
Outdoor learning <b>Outdoor mark making area</b> - using a comfortable grip with good control when holding pens and pencils - show a reference for a dominant hand.		N	Charlie is sitting in the outdoor mark-making area. He picks up a chunky chalk stick in a palmar whole hand grip in his right hand. Charlie changes his grip, using all four fingers and thumb to grip the pencil with the palm of the hand facing downwards towards the paper and the fingers also facing downwards (digital pronate grip). He tries to draw a circle. He changes hand two times. Charlie draws two lines which come out from the top of the circle. "These are my arms," says Charlie. He places two dots for eyes on the paper. "That's me." Charlie walks away.

Be increasingly independent as they get dressed and undressed.		P	Charlie approaches EYP holding his coat. He holds it up. "I want to go out." EYP helps Charlie into his coat and engages zip. EYP: "Can you do your coat up?" Charlie pulls zip up. Charlie then puts his wellies on the wrong feet.
Outdoor learning <b>Mud Kitchen</b> -using scissors (one handed tools) to snip.		N	Charlie is unable to use scissors to cut the herbs. He holds handles with two hands and tries to snip. EYP gives him some trainer scissors to make the task easier. Charlie needs support to use these.

**Please turn over for observation 3.**

Past Paper

### Observation 3

<b>Name of child:</b>	Charlie
<b>Date of observation:</b>	11–15 October
<b>Age of child (in years and months):</b>	3 years and 6 months
<b>Development/curriculum links:</b>	Physical development
<b>Place of observation:</b>	Nursery
<b>Time of observation:</b>	Observed over a 5-day period

Past Paper

### Observation 3

In the mark making area, C picked up red colouring pencil in left hand. He held pencil in palmar grip and coloured over picture scribbling horizontally. He was unable to stay within lines. C made another mark at the bottom. "that's my name".

11/10 9:20AM EYP

C went with the EYP to take the register to the office. C walked up and down the five stairs to the office holding on to the handrail with two feet to a step.

12/10 9:20am EYP

In the book corner C was looking at a book about dinosaurs. He was holding the book the correct way up and turned the pages, sometimes several at once. He looked at the book independently for 5 minutes, then dropped it on the ground and walked away.

12/10 2:25pm EYP

Model making table. C made a car using boxes and plastic bottle lids. He wanted to decorate it with pieces of shiny paper. He picked up a pair of child scissors in left hand. He changed to his right hand. C opened and closed the scissors with two hands, cutting at the paper. He stuck 3 bits to his model.

13/10 10:10am EYP

On dough table C enjoyed rolling the dough into long sausages. He also pulled and pinched the dough. This is my pet dog, Ted. He has 4 legs and a tail.

13/10 2:00pm EYP

At playtime C managed to put his coat on himself. He asked EYP "Can you do my coat up please?". Once the bottom of the zip was engaged, C could pull the zip up to the top.

14/10 10:30am EYP

C made an amazing monster from the Popoids construction set. He was able to push the pieces together and pull the pieces apart to make his desired model. To the head he added a body and 4 legs and a tail. This is the first model he has made.

14/10 1:50pm EYP

At lunchtime C told his friend Oscar how to wash his hands. "You put soap on like this rub, rub, rub!" C rubbed his hands together. C turned tap on and washed the soap away. He took a paper towel from the dispenser and dried his hands.

15/10 12:05pm EYP

During ring games in the hall, C was able to run, walk and crawl. He was able to hop for the first time. C still unable to skip.

15/10 2:15pm EYP



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