



**T Level Technical  
Qualification in Education  
and Early Years (Level 3)  
QN: 610/5748/4**

Occupational specialism assessment (OSA)

**Early Years Educator**

Assignment 3 Part 1 (a), Part 1 (b) and Part 2 – Mark Scheme

# Marking guidelines

## General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The Mark Scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader or the chief examiner.

## Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to award a student's response holistically for the relevant observations, reflections and scenario-based questions and should follow a best-fit approach. The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should look at the overall quality of the response and reward students positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement that students must cover all of the indicative content to be awarded full marks.

## Performance outcomes (POs)

This assessment requires students to be able to:

**PO1:** Support and promote children’s play, development and early education

**PO2:** Develop relationships with children to facilitate their development

**PO3:** Plan, provide and review care, play and educational opportunities to enable children to progress

**PO4:** Safeguard and promote the health, safety and wellbeing of children

**PO5:** Work in partnership with colleagues, parents, carers and other professionals to support children’s development

### PO grid

Part	Performance outcomes (POs)					Total
	PO1	PO2	PO3	PO4	PO5	
<b>1 (a)</b>	2	1	5	1		<b>9</b>
<b>1 (b)</b>	1		8			<b>9</b>
<b>1 (b)</b>			5		1	<b>6</b>
<b>2</b>			4			<b>4</b>
<b>2</b>			6			<b>6</b>
<b>2</b>	5	1	5	1		<b>12</b>
<b>2</b>	6	2	4			<b>12</b>
<b>Total marks</b>	<b>14</b>	<b>4</b>	<b>37</b>	<b>2</b>	<b>1</b>	<b>58</b>
<b>% weighting</b>	<b>24%</b>	<b>7%</b>	<b>64%</b>	<b>3.5 %</b>	<b>1.5%</b>	<b>100%</b>

**Part 1 (a)**

**Total for this part: 9 marks**

<b>1</b>	<p>You <b>must</b> carry out <b>two</b> observations on a child in your industry placement.</p> <p>You <b>must</b> observe the child in activities that support the specific area of learning in the early years foundation stage (EYFS) – <b>word formation</b>.</p> <p>You <b>must</b> carry out <b>two</b> separate observations:</p> <ul style="list-style-type: none"> <li>• <b>observation 1</b> requires the use of a <b>narrative</b> observation method</li> <li>• <b>observation 2</b> requires the use of the <b>time sample</b> observation method.</li> </ul>	<b>[9 marks]</b>
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Band	Mark	Descriptor
<b>3</b>	<b>7 to 9</b>	<p>The student demonstrates an <b>excellent</b> ability to carry out and record the range of observations within word formation, which are <b>highly sophisticated</b> and the focus is <b>clear and sustained</b>.</p> <p>The observations show a <b>highly sophisticated</b> level of detail, and the approach is <b>highly appropriate</b> around the individual needs and stages of development related to expected and atypical patterns within word formation.</p> <p>The observations show an <b>excellent</b> understanding of the early years education curriculum and are objective rather than subjective, <b>maximising</b> the effectiveness in being able to draw conclusions from them.</p>
<b>2</b>	<b>4 to 6</b>	<p>The student demonstrates a <b>good</b> ability to carry out and record the range of observations within word formation, which are <b>sufficiently</b> detailed and focus is <b>largely sustained</b>.</p> <p>The observations show a <b>sufficient</b> level of detail, and the approach is <b>generally appropriate</b> around the individual needs and stages of development related to expected and atypical patterns within word formation.</p> <p>The observations show a <b>good</b> understanding of the early years education curriculum and are <b>most likely</b> to be objective rather than subjective, <b>maximising</b> the effectiveness in being able to draw conclusions from them.</p>
<b>1</b>	<b>1 to 3</b>	<p>The student demonstrates a <b>limited</b> ability to carry out and record the range of observations within word formation, which are <b>basic</b> and <b>likely</b> to be <b>lacking</b> in focus.</p> <p>The observations show a <b>minimal</b> level of detail, and the approach is <b>likely</b> to be <b>inappropriate</b> around the individual needs and stages of development related to expected and atypical patterns within word formation.</p> <p>The observations show a <b>limited</b> understanding of the early years education curriculum and are <b>likely</b> to be subjective rather than objective, <b>reducing</b> the effectiveness in being able to draw conclusions from them.</p>
<b>0</b>	<b>0</b>	No creditworthy material.

## Indicative content

### Observation 1: narrative method

- written in chronological order, for example, refers to the sequencing of the word formation observation as it successively occurs from beginning to end
- written in a standard story form, for example, a standard narrative story form of writing
- everything seen and heard is recorded with the use of quotations, for example, all the comments that the child makes within the word formation development observation need to be recorded and referenced
- written in an objective manner, for example, with no opinions or feelings – unbiased
- written in the present tense, for example, writing about things as they are happening to avoid subjectivity and bias
- interpretation kept to a minimum, for example, practitioners do not provide meanings or explanations from the observation date
- level of involvement of the child, for example, refers to whether the child is focused, engaged and interested during the word formation development observation
- attention to detail, for example, the hand used when using tools and the type of grasp.

### Observation 2: time sample method

- three methods of time sampling that researchers can choose from – whole interval recording, partial interval recording, and momentary time sampling:
  - whole interval recording means that the observer is interested in behaviour that occurs during the entire interval
  - partial interval recording involves observing whether a behaviour occurs or does not occur during specified time periods; partial interval recording means that the observer is interested in behaviour that does or does not occur in any part of the interval and that the behaviour usually does not consume the entire interval
  - momentary time sampling is where the observer records whether a behaviour occurs or does not occur at the very end of the interval; when the behaviour looked at is not easily counted, you can measure the behaviour by counting the number of time intervals in which the behaviour occurred
- time sampling observations on expressive arts and design will be brief but will include the activity the child is engaged in, which area of the nursery they are in and the level of involvement at that particular time
- repeated short-focused snapshots of the child's development used to collect precise data over a period of time
- identifies the behaviour of the child and determines what a child typically does during the day
- focuses on selected aspects and frequency of the child's behaviour
- time sample observations on expressive arts and design need to have clear aims to focus
- useful for recording a child's level of interest in types of activities and their disposition
- monitoring child's interactions, particularly if that child is quiet and overlooked or always shows a preference for only a few particular activities
- used to observe a child's behaviour to identify possible concerns, for example, a shy child who does not relate to other children
- no attempt to influence behaviour during the observation, for example, practitioners cannot influence the type of play, skills or behaviour of the child within the expressive arts and design observation
- observations recorded in an objective manner, for example, no opinions or feelings, unbiased.

The observer needs to be aware of not making it obvious to the child that they are being observed.

**Accept any other suitable response.**

SAMPLE

**Part 1 (b)****Total for this part: 15 marks**

<b>1</b>	Evaluate the strengths and weaknesses of <b>your own</b> practice and skills in carrying out <b>each</b> of the different observation methods in assignment 3 part (a). <b>[9 marks]</b>
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<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
<b>3</b>	<b>7 to 9</b>	<b>Exceptional</b> evaluation of student's <b>own</b> strengths and weaknesses in carrying out the observations, which is <b>balanced</b> . The relationship to the student's ability to carry out the observations in part 1 (a) is <b>clear and sustained</b> .  There is a <b>highly sophisticated</b> level of detail in relation to own skills required when carrying out observations, with <b>excellent</b> application of reflective practice.
<b>2</b>	<b>4 to 7</b>	<b>Effective</b> evaluation of student's <b>own</b> strengths and weaknesses in carrying out the observations, which is <b>generally balanced</b> . The relationship to the student's ability to carry out the observations in part 1 (a) is <b>generally clear</b> .  There is a <b>sufficient</b> level of detail in relation to own skills required when carrying out observations, with <b>good</b> application of reflective practice.
<b>1</b>	<b>1 to 3</b>	<b>Basic</b> evaluation of student's <b>own</b> strengths and weaknesses in carrying out the observations, which is <b>unbalanced</b> . The relationship to the student's ability to carry out the observations in part 1 (a) is <b>likely</b> to be <b>unclear</b> .  There is a <b>minimal</b> level of detail in relation to own skills required when carrying out observations, with <b>limited</b> application of reflective practice.
<b>0</b>	<b>0</b>	No creditworthy material.

## Indicative content

### Strengths

Students may make reference to:

- having good relationships with the child, for example, knowing the children well and knowing their stage of development can support the observational process and make it easier to identify any behavioural or additional needs
- using effective reflection on the word formation observation to check that the child is in line with the expected pattern of development in the early years curriculum and that any activities are age and stage appropriate; if there are any issues, strategies can be put in place to support the child
- understanding and using the reflective cycle, for example, using the reflective cycle can ensure that the practitioner reflects in detail on their own practice and develops their observation skills
- experience of already doing an observation, for example, experience of observations will strengthen practitioner observation skills, ensuring they are accurate, coherent and show no bias
- prior knowledge of types of observations, for example, the practitioner should know all of the types of observation that they have been taught and the importance of each type
- observing a practitioner in practice carrying out observations, for example, practitioners may have already shadowed other practitioners in the observation process; this will have shown them the process and how to reflect on the observation for the child's future planning
- practitioner's confidence in their own ability, for example, if a practitioner has confidence in their own ability, then they will be able to carry out detailed observations that are linked to the early years curriculum and can determine the patterns of development and any concerns
- observations informing future planning, for example, the observational data from the word formation observation can be reflected on and then used to plan next steps for the child or support any additional or behavioural needs.

### Weaknesses

Students may make reference to:

- observations are filtered through the interpretive lens of the observer and susceptible to observer bias, for example, although practitioners understand that they should remain unbiased, observations can often be interpreted incorrectly
- observations do not increase the understanding of why children behave the way they do, for example, observations can determine the stage of the child's development and behaviour of the child, but they do not explain why a child behaves a certain way or give solutions for further planning
- children realise they are being observed, for example, if children realise that they are being observed, they consciously or unconsciously change the way they behave
- observation techniques, for example, the observation types in this assignment are often not used anymore in settings, due to using electronic tablets with development apps
- time consuming, for example, in a busy early years setting, it may be time consuming to attempt two different methods of observation
- lack of confidence, for example, a practitioner's lack of confidence can affect their ability to understand children's development, which could affect future planning and next steps
- lack of in-depth knowledge of the current early years education curriculum, for example, if a practitioner does not fully understand the curriculum, they will not be able to determine if the child is reaching their milestones or needs additional support.

**Reference to professional skills used in observations, such as:**

- active listening – students may reflect on how well they were able to listen to the children whilst completing their observations, if they found it difficult to hear and record what was being said and done and the impact this had on the quality of their observations
- time management and working in partnership with others in the setting to plan observations – students may reflect on how well they managed their time – did they give enough time to effectively plan and to share their observations with their mentor or did they leave everything to the last minute and then felt rushed?
- multi-tasking – observations require the ability to multi-task – observers need to be able to notice what is going on whilst listening and writing and, at the same time, trying not to miss anything; in addition, the observer needs to be aware of what else is happening around them – students may reflect on how well they did this when carrying out their observations, which skills they found easy to manage and those they found difficult and the impact on the quality of their observations
- handwriting and writing skills (legibility and spelling, punctuation and grammar) – it can be difficult to record observations neatly as the observer is watching and writing at the same time; students might reflect on the legibility of their observations, how well they were written and if this would affect the accuracy of their observations
- being objective – students might reflect on how objective their observations were and how this helped or hindered the assessment (analysis) process
- may apply a reflective cycle:
  - Gibbs
  - Kolb
  - Boud, Keogh and Walker.

**Accept any other suitable response.**

2 Suggest ways that you could engage with continuing professional development (CPD) to improve **your own** observational practice and skills. **[6 marks]**

Band	Mark	Descriptor
3	5 to 6	<p><b>Comprehensive</b> response, which suggests an <b>extensive</b> range of ways to engage in CPD. The suggestions are <b>likely</b> to improve the quality of the student's observation skills <b>significantly</b>.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>clear and sustained</b>, with a <b>highly sophisticated</b> response.</p> <p><b>Clear</b> and <b>varied</b> opportunities to work in partnership with others are considered. These are <b>relevant</b> and <b>highly effective</b>.</p>
2	3 to 4	<p><b>Sound</b> response, which suggests a <b>good</b> range of ways to engage in CPD. The suggestions are <b>likely</b> to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>largely clear</b>, with a <b>well-developed</b> response.</p> <p><b>Clear</b> opportunities to work in partnership with others are considered. These are <b>mostly relevant</b> and <b>effective</b>.</p>
1	1 to 2	<p><b>Fragmented</b> points, which suggest a <b>limited</b> range of ways to engage in CPD. The suggestions are <b>very unlikely</b> to improve the quality of the student's observation skills.</p> <p>Relevance to the strengths and weaknesses of the student's own practice is <b>somewhat unclear</b> and <b>likely</b> to consist of <b>basic</b> statements.</p> <p><b>Limited</b> opportunities to work in partnership with others are considered. These are <b>likely</b> to be <b>minimal</b> and <b>ineffective</b>.</p>
0	0	No creditworthy material.

## **Indicative content**

### **Ways to engage in CPD, including working in partnership, related to strengths and weaknesses of own practice may include:**

- having a mentor, for example, having a mentor in the setting will ensure that the practitioner is supported whilst carrying out observations and next step planning
- setting targets related to identified weaknesses of practice and skills when observing children
- using a range of resources to improve practice and skills when observing children
- implementing strategies to improve own confidence to observe children
- training days, for example, attending training courses on observations can ensure that observation practices are up to date and valid
- peer observation, for example, by observing a peer, a practitioner can observe good practice and develop their own practice, in own or other early years settings
- research on the different observation methods, for example, practitioners can research new innovative methods of observation and share their knowledge with peers to keep practice current
- training on new technologies such as electronic tablets and new observation apps, for example, practitioners need to be aware of how to use technology and the new apps that are involved in observing
- further training on the observation, assessment and planning cycle will develop a better understanding of the need for objectivity in recording observations in order to provide a valid and reliable base for assessment and planning of next steps, consequently enabling progression of the children's development
- CPD in relation to identified areas for development is directly related to the specific observation methods carried out
- training and development on reflective cycles to ensure the practitioner is reflecting on practice and becoming reflective to improve outcomes for children
- shadowing key person / workers and supporting the completion of children's learning journeys to gain hands-on experience
- working collaboratively with colleagues such as the class teacher or teaching assistants
- working collaboratively with children's health and care services
- supporting key person / workers with parent consultations to learn how observations from parents and carers inform the observation, assessment and planning cycle.

**Accept any other suitable response.**

## Part 2

Total for this part: 34 marks

<b>1</b>	Identify <b>and</b> describe the <b>two</b> different methods of observation (provided in the insert) that were used to assess Natalia's development in <b>expressive arts and design</b> . <b>[4 marks]</b>
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Award **one** mark for identification and **one** mark for a description (up to a maximum of four marks):

- narrative (1):
  - a narrative observation is a detailed account of what the child has said and done and includes interactions with others (1)
- time sample (1):
  - repeated, short, focused snapshots of the child's development and progress used to collect precise data over a period of time (1).

**Accept any other suitable response.**

<b>2</b>	Using an example, evaluate the purpose of <b>each</b> of the <b>two</b> methods of observation identified in <b>question 1</b> in the assessment of children. <b>[6 marks]</b>
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Award up to **three** marks for an explanation of the purpose of each method of observation in the assessment of children (up to a maximum of six marks):

- narrative – the purpose of a narrative observation is to assess a child over a short period of time and record objectively what the child has done; for example, it may be to assess social skills at snack time OR to assess conceptual understanding during water play (1); the observation supports the practitioner to assess the child and to inform future planning (1); narrative observation may be limited to a moment in time this requires further monitoring for accurate improved outcomes / next steps (1)
- time sample – the purpose of a time sample observation is to look at a child's specific activity or behaviour and can be used to record an individual or a group of children observations at regular intervals throughout the session or day, for example, every 10 minutes (1); observations will be brief but will include the activity the child is engaged in, which area of the early years unit they are working in and the level of involvement at that particular time (1); time sample observations may be limited by practitioners' availability and 'wow' moments may be missed if not observed (1)

**Accept any other suitable response.**

**3** With reference to the insert, analyse **each** of the **two** observations to draw conclusions about Natalia’s holistic developmental needs, as identified through **expressive arts and design**.

In your answer, you **must** relate to the current requirements of the early years education curriculum.

**[12 marks]**

Band	Mark	Descriptor
<b>3</b>	<b>9 to 12</b>	There is an <b>exceptional</b> analysis of Natalia’s interests, individual needs and stages of development related to expected and atypical patterns as identified within expressive arts and design.  <b>Substantiated</b> conclusions from the observations have been drawn and are <b>fully</b> supported by judgements, showing an <b>excellent</b> understanding of how the early education curriculum is used to assess children’s development holistically.
<b>2</b>	<b>5 to 8</b>	There is an <b>effective</b> analysis of Natalia’s interests, individual needs and stages of development related to expected and atypical patterns as identified within expressive arts and design.  Conclusions from the observations have been drawn but are <b>lacking substantiation</b> and are <b>generally</b> supported by <b>relevant</b> judgements, showing a <b>good</b> understanding of how the early education curriculum is used to assess children’s development holistically.
<b>1</b>	<b>1 to 4</b>	There is a <b>basic</b> analysis of Natalia’s interests, individual needs and stages of development related to expected and atypical patterns as identified within expressive arts and design.  <b>Simplistic</b> conclusions from the observations have been drawn and are <b>not</b> supported by any judgements, showing a <b>limited</b> understanding of how the early education curriculum is used to assess children’s development holistically.
<b>0</b>	<b>0</b>	No creditworthy material.

## Indicative content

### Conclusions from the observations may include:

- Natalia is still working within the expectations for 3- and 4-year-olds.
- Natalia needs support to continue to develop her drawing skills by including more detail and showing different emotions within her drawing.
- Natalia needs to develop her confidence in taking part in simple pretend play, developing storylines and joining in with other children.
- Natalia needs support to continue to explore, use and refine a variety of artistic effects to express her ideas and feelings, for example, exploring further colour and colour mixing.
- Natalia is one of the youngest pupils in the class.

### Analytical points may include:

#### Narrative:

- Natalia enjoys taking part in the colour mixing and is proud of her achievements.
- Natalia's skills in expressive arts and design are developing within the expected level.
- Natalia still needs to work on recognising colours and her colour mixing skills.
- Natalia needs support to pronounce the word yellow.
- Natalia is still using whole-hand grip to hold equipment.
- Natalia still does not know which is her dominant hand.
- Natalia is unable to write her name yet and still needs to develop her fine motor skills.
- Natalia can follow instructions.
- Natalia needs support to accept turn-taking.
- Natalia is not secure in matching one number name to each leaf and counting beyond one to five.

#### Time sample:

- Natalia enjoys playing in the home corner, although her rules and storylines are self-created, and she plays alone.
- Natalia needs support to extend her play to include others and group rules and storylines.
- Natalia needs support to negotiate roles in play and sort out conflicts.
- Natalia needs support to develop her drawing skills and add more detail.
- Natalia is unable to use scissors correctly.
- Natalia's pencil grip is still whole-hand grip and slightly behind expected level.
- Natalia needs support to learn the best techniques for joining materials.
- Natalia is not secure in naming the colours and colour mixing.

### Milestones met related to the EYFS based on Development Matters 2023 may include:

#### Communication and language 3 to 4 years:

- Understand 'why' questions.
- Develop their communication but may continue to have problems with irregular tenses and plurals, for example, 'I done it' instead of 'did'.
- Use longer sentences of four to six words.
- Use talk to organise themselves and their play.

Personal, social and emotional development 3 to 4 years:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one that is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Express their feelings.
- Show resilience and perseverance in the face of a challenge, for example, colour mixing.

Physical development 3 to 4 years:

- Choose the right resources to carry out their own plan.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

Word formation 3 to 4 years:

- Say one number for each item in order – 1, 2, 3, 4, 5.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5.

Understanding the world 3 to 4 years:

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary, for example, autumn leaves.

Expressive arts and design 3 to 4 years:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings, such as happiness, sadness and fear.

**Accept any other suitable response.**

**4** Use your analysis of the **two** observations to discuss the next steps for Natalia’s holistic developmental needs, through **expressive arts and design**.

Give examples of suitable educational activities or opportunities to support your answer.

**[12 marks]**

Band	Mark	Descriptor
3	9 to 12	<b>Exceptional</b> application of the analysis of the observations to inform Natalia’s next steps through expressive arts and design.
		Next steps discussed, with a <b>highly sophisticated</b> level of detail. Relevance to Natalia is <b>clear and sustained</b> .  Planning for next steps is <b>exceptional</b> in enabling Natalia to progress and has <b>highly sophisticated</b> consideration for Natalia’s individual needs and interests.
2	5 to 8	<b>Effective</b> application of the analysis of the observations to inform Natalia’s next steps through expressive arts and design.
		Next steps are discussed, with a <b>sufficient</b> level of detail. Relevance to Natalia is <b>generally clear</b> .  Planning for next steps is <b>effective</b> in enabling Natalia to progress and has <b>sufficient</b> consideration for Natalia’s individual needs and interests.
1	1 to 4	<b>Basic</b> application of the analysis of the observations to inform Natalia’s next steps through expressive arts and design.
		There are <b>few</b> next steps discussed, <b>most</b> of which are <b>likely</b> to be merely <b>stated</b> and have <b>little</b> relevance to Natalia.  Planning for next steps is <b>most likely</b> to be <b>ineffective</b> in enabling Natalia to progress and has <b>minimal</b> consideration for Natalia’s individual needs and interests.
0	0	No creditworthy material.

## **Indicative content**

**Discussion regarding next steps in relation to the EYFS may include:**

### **Expressive arts and design**

3- and 4-year-olds:

- take part in simple pretend play, using an object to represent something else even though they are not similar
- begin to develop complex stories using small-world equipment
- make imaginative and complex 'small worlds' with blocks and construction kits
- explore different materials freely, to develop their ideas about how to use them and what to make
- join different materials and explore different textures
- draw with increasing complexity and detail
- show different emotions in their drawings and paintings, such as happiness, sadness and fear
- explore colour and colour mixing.

Children in reception:

- explore, use and refine a variety of artistic effects to express their ideas and feelings
- return to and build on their previous learning, refining ideas and developing their ability to represent them
- create collaboratively, sharing ideas, resources and skills
- develop storylines in their pretend play.

### **Communication and language**

3- and 4-year-olds:

- continue to develop their pronunciation skills by modelling words such as yellow
- be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions, for example, during role play
- start a conversation with an adult or a friend and continue for many turns.

Children in reception:

- use new vocabulary through the day
- connect one idea or action to another using a range of connectives
- develop social phrases.

### **Personal, social and emotional development**

3- and 4-year-olds:

- play with one or more other children, extending and elaborating play ideas
- find solutions to conflicts and rivalries
- increasingly follow rules, understanding why they are important
- select and use activities and resources, with help when needed

Children in reception:

- build constructive and respectful relationships
- identify and moderate their own feelings socially and emotionally
- show resilience and perseverance in the face of challenge.

### **Physical development**

3- and 4-year-olds:

- choose the right resources to carry out their plan
- use a comfortable grip with good control when holding pens and pencils
- show a preference for a dominant hand.

Children in reception:

- develop their small motor skills so that they can use a range of tools competently, safely and confidently, such as scissors, pencil and paintbrush.

### **Literacy**

3- and 4-year-olds:

- write some or all of their name
- write some letters accurately.

### **Word formation**

3- and 4-year-olds:

- recite numbers past 5
- say one number for each item in order – 1, 2, 3, 4, 5.

Children in reception:

- count objects, actions and sounds.

### **Discussion regarding individual needs / interests and progress may include:**

- Natalia enjoys and chooses to work in the art, craft and model-making area, so provide a range of exciting activities to develop her skills, some of which incorporate her interests such as fairies and activities in the craft and model-making area, role-play, mark making and the outdoor environment
- help and support Natalia to develop her drawing and model-making skills by showing an interest in her drawings and models, talking to and helping her to create ideas
- help Natalia to add details to her drawings by selecting interesting objects to draw and model how to show different emotions in her drawing
- provide more opportunities for colour mixing; help her to explore and refine her colour mixing skills
- provide and model how to join materials together using varied materials, for example, PVA glue, glue stick, sticky tape, masking tape, string and wool
- invite artists or craftspeople into the setting to widen the range of ideas for Natalia to draw on
- support Natalia in the role-play areas to extend her play and to include other children in her storylines, model-sharing ideas, resources and skills

- support Natalia to accept rules that are group created and how to negotiate roles in play and sort out conflicts
- provide a role-play area with lots of flexible and open-ended resources to help her imaginative play
- provide Natalia with exciting small-world opportunities to work collaboratively with other children
- take the expressive art and design learning outdoors, for example, create an outdoor role-play area such as car wash, fairy kitchen, ice cream shop; provide opportunities for mark making / drawing outdoors using charcoal or mud
- Natalia needs opportunities to develop her fine motor skills; activities such as cutting practice (cooked pasta, playdough, herbs, paper) and colouring and drawing practice will all help
- malleable play is good for developing gross and fine motor skills
- Natalia needs to practise writing her name and letter formation, for example, using chalk outside, painting over a pre-written word
- name tracing cards, making letters from rolled playdough; give Natalia a handwritten name card to help her begin to form her letters
- Natalia needs pencil control practice and to be given a wide range of mark making opportunities using pencils, crayons, felt pens, mark making with chalks on the yard, mark making with a paint brush and water outside, mud painting on a tree or on the ground, mark making on a large piece of wallpaper and chalkboards
- support Natalia as she decides upon her dominant hand; do not force her hand dominance as this may delay her development, skills and ability – her confidence and self-esteem could be affected.

**Accept any other suitable response.**

## Change history record

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	16 June 2025
v2.0	Inclusive change development: branding, headers and footers and copyright updated. Observation model changed to observation method.	26 March 2026	30 April 2026

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