

# **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

**Specimen 2020**

This insert contains observation data collected on George.

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

**v4.1 17 November 2023**

## Observation 1

<b>Name of child:</b>	George
<b>Date of observation:</b>	25 May 2021
<b>Age of child (in years and months):</b>	2 years 6 months
<b>Development/Curriculum links :</b>	Mathematics
<b>Place of observation:</b>	Cooking area of the nursery
<b>Time of observation:</b>	10:00 am–10:30 am

### Aim of the observation

The aim of the observation is to observe George (G) during a cooking activity in order to assess mathematical development.

#### Objectives

- To observe mathematical development (number, shape, space and measure).
- To assess development levels and needs of G in order to plan for next steps.

### Introduction

The observation takes place in the area of the nursery where the cooking activities take place. Four children and the Early Years Practitioner (EYP) are preparing to make biscuits. This observation will focus on G.

### Observation

	<p>The EYP and four children including G are sitting around the table with the ingredients and equipment required to make the biscuits:</p> <ul style="list-style-type: none"> <li>• butter</li> <li>• sugar</li> <li>• four eggs</li> <li>• flour.</li> </ul>
<b>G</b>	G reaches out to get the wooden spoon on the table, with right hand in palmar grasp, and holds tightly onto it. Child B attempts to take the spoon but G will not give it to Child B.
<b>EYP</b>	The EYP explains what is going to happen during the session and begins the activity.
<b>EYP</b>	“We will follow the recipe and mix the ingredients we have on the table to make biscuits. We will all share and take turns to measure and stir the mixture. It is important to measure things so that we have the correct amount and the biscuits will work properly.”

<b>G</b>	G looks at the things on the table and names eggs, butter, flour and sugar. There are four eggs.
<b>EYP</b>	“How many eggs are there?”
<b>G</b>	“1, 2, 3, 4, 5, 6” in rapid succession without counting the eggs individually.
<b>EYP</b>	“We need to mix together the butter and sugar. We need half of the butter and a cup full of sugar.” EYP cuts the slab of butter in half. “G, can you put half of the butter into the mixing bowl please?” G picks up one half and puts it into the bowl. The EYP approves.
<b>G</b>	Child A fills a cup full of sugar. “The cup is full of sugar.”
<b>EYP</b>	Child B is asked to put the sugar into the bowl and completes the task. “G, could you please stir the mixture?” G does so using two hands to grip and move the spoon.
<b>EYP</b>	“G, could you please let Child C have a turn to stir the mixture?”
<b>G</b>	“No I want to do it.” G refuses to share.
<b>EYP</b>	The EYP persuades G to pass on the spoon. “We will put the eggs in now. How many eggs do we have?”
<b>G</b>	“1, 2, 3, 4, 5” G counts out loud but does not actually count the eggs.
<b>G</b>	Each child is given an egg to put into the mixture. G picks up an egg. “This egg is heavy.”
<b>G</b>	G holds the egg with his left hand and bangs the egg on the side of the cup. The cup begins to move. G holds the handle with his right hand and keeps the cup still. G hits the egg on the side of the cup and puts both thumbs on the egg where it has started to crack. G holds onto the shell as the egg goes into the cup. The children take turns to stir the mixture.
<b>EYP</b>	The EYP takes the mixture from the bowl and puts it onto the table to be rolled out. Each child takes a turn to use the rolling pin and the biscuit mixture is rolled flat. The EYP gets out a set of four different sized cutters. “Which is the biggest cutter?”
<b>G</b>	G selects the biggest of the cutters and hands it to the EYP. G begins to play with the cutters and put them inside each other, starting with the smallest and working up to the biggest. The children take turns to position the cutters onto the biscuit mixture. G looks at the rolled out biscuit mixture and decides where to place the cutter. As each child takes turns, the spaces to cut become smaller. When it comes back to G to take a turn, G looks at the dough left between the spaces and fits the selected cutter onto the dough.
	The children take turns to place biscuits into the baking tray.
	The EYP tells the children that she will put the biscuits into the oven for ten minutes and puts on a timer. All the children help to clear up the activity.
<b>EYP</b>	G wants to wash up as water is a favourite activity. When the bell rings on the timer, G

**G**

calls out “Ten minutes. Ten minutes.”

**Please turn over for Observation 2.**

SAMPLE

<b>Name of child:</b>	George
<b>Date of observation:</b>	26 May–1 June 2021
<b>Age of child (in years and months):</b>	2 years 6 months
<b>Development/Curriculum links :</b>	Mathematics
<b>Place of observation:</b>	Nursery
<b>Time of observation:</b>	Observed over a five-day period

SAMPLE

**Observation**

Observed in the five-day period? **Y** = Yes **N** = No **P** = Partly

Area of Learning	Y	N	Comments
<b>Number</b>			
Selects a small number of bricks from the construction tray when asked, for example, <i>'please give me one'</i> , <i>'please give me two'</i> .		N	The EYP requested two blocks and was given one. G was able to give a second block when asked for another one.
Recites some number names in sequence.	Y		G picks up bricks, counting them as he does so; he recites numbers one to four in sequence. When the EYP asks how many bricks he has, G thinks for several moments but doesn't give an answer.
Creates and experiments with symbols and marks representing ideas of number.		N	G makes marks on paper. Does not name shapes made on paper by the adult. Enjoys playing with shape sorters and inset jigsaw puzzles.
Begins to make comparisons between quantities.		P	When questioned during water play about how many containers were being used G did not respond. Was able to talk about more and less sand.
Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i> .	Y		G requests lots of beans during lunch time. Asks for more water during afternoon snack time.
Knows that a group of things change in quantity when something is added or taken away.		N	During a game of skittles, the practitioner took away two skittles which had fallen over. G comments that there are now less skittles standing. When the EYP asked how many skittles are left standing, G says <i>'some skittles are left'</i> .
<b>Shape Space and Measure</b>			
Notices shapes and shapes and patterns in pictures.		N	The EYP is reading a book about shapes with G in the book corner. G repeats <i>'circle'</i> , <i>'square'</i> , <i>'star'</i> and <i>'triangle'</i> when asked by the EYP but cannot name them unaided.
Beginning to categorise objects according to properties such as shape or size.	Y		G is able to put set of four Russian dolls inside each other in sequence with some accuracy and some trial and error.
Begins to use the language of size.	Y		G talks during story about The Smartest Giant in Town (Donaldson) being <i>'very big and high'</i> .
Understands some talk about immediate past and future, e.g. <i>'before'</i> , <i>'later'</i> or <i>'soon'</i>	Y		EYP spoke about going outside later and G nodded and repeated <i>'later, milk first.'</i>
Anticipates specific time-based events such as mealtimes or home time.	Y		During pretend play with small Duplo, G refers to bedtime when putting a Duplo man to bed.

**Please turn over for Observation 3.**

**Observation 3**

<b>Name of child:</b>	George
<b>Date of observation:</b>	26 May–1 June 2021
<b>Age of child (in years and months):</b>	2 years 6 months
<b>Development/Curriculum links:</b>	Mathematics
<b>Place of observation:</b>	Nursery
<b>Time of observation:</b>	Observed over a five-day period

SAMPLE

## Observation

When playing with a small group of children, G recited numbers 1–7 in rapid succession when playing with the Lego construction blocks. G did not count the number of blocks accurately.

When playing 'Kim's Game' (objects on a tray and one removed), G identified the missing object correctly on three out of four occasions.

G was playing with the jigsaws and easily completed a six-piece jigsaw. G was playing with the shapes jigsaw and placed a circle and a square into the correct shape when asked to do so. G was able to insert eight different shapes into the correct places and could match them accurately and quickly.

G joined in the gardening activity and was watering the broad beans. G was asked which bean was little and which was big and pointed accurately to the appropriate bean.

After G's father had dropped him off at nursery, G stated that "Daddy will be back later". G asked for a story and selected his favourite book about tractors.

After lunch, G said "Daddy coming soon."

When playing in the sand, G spoke about one container being full and another being empty. He used the diggers in the sand to make tracks.

G was playing with cars and a garage. G sorted the cars into one space on the garage roof and all of the lorries onto another area on the floor of the garage.

When playing in the home corner, G set out four cups with four saucers. One blue, one red, one yellow, one green. G did not set them out to match together.



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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
v4.0	Annual review 2023: Name changed to Education and Early Years	June 2023	19 June 2023
v4.1	Sample added as a watermark	November 2023	17 November 2023