

Examiners' Report/ Lead Examiner Feedback

June 2018

NQF BTEC Level 1/Level 2 Firsts in
Children's Play Learning and
Development

Unit 1: Patterns of Child Development
(21486E)

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General Comments

There is some evidence that supports the view that learners are becoming more adept at answering higher level questions. MCQ questions are being answered more accurately however learners still struggle with identifying ages/age ranges. The 1801 series introduced some new format to questions within the paper and marks awarded to support learner achievement. The use of picture format for some of the questions, is now embedded and there are signs that learners are finding this type of question more accessible.

Question 15 now comprises three parts. The learners are given guidance on the areas to include within the response; the age appropriate milestone, the resources/activities and how these resources/activities will support development. This question now carries 6 marks and there was some evidence that learners are beginning to respond more positively to this type of question.

In other areas, the question provides an example of a typical type of response. Question 11(b) gives an example of how adults show Jennie pictures (activity) to encourage her to point (milestone). There was some evidence learners used these prompts to model their own responses. However, there were occasions where learners used examples in the questions in their own responses for which no marks were awarded.

The final question now carries a total of 9 marks. Learners were provided with a scenario and asked to assess how using the theme could support children's gross and fine motor development between ages three and five years. There was some evidence that learners were following the guidance given in 'what to include'. Learners sometimes struggled with identifying negative responses but this may have been because they were asked to focus only on gross and fine motor development. This latter aspect changes each series.

Grade boundaries for this and all other papers can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1	Level 2		
Boundary Mark 1806	0	15	23	31	39

Multiple Choice questions

Questions 1 – 6

There is evidence that many learners are achieving marks for these questions. Learners appear to have good knowledge of this unit when questions are presented in this format. There were some questions where learners struggled, e.g., where they had to identify two ways. In some cases learners made only one choice rather than trying to gain the extra mark – even if by chance.

Question 7 (a)

Targeted Specification Area: Learning Aim: B1

Learners appeared more confident with this type of question, when shown as illustration/picture. Many learners were able to gain 1 mark for pincer grasp.

Question 7(b)

Learners struggled more to identify the correct age range where a child first uses the pincer grasp. It is noted that similar to previous series, learners appear to struggle with the type of question that asks them to identify an age range/age. With questions asking for an age range, learners are also awarded a mark if they pick an age that falls within the correct age range.

Question 8

Targeted Specification Area: Learning Aim: B1

As with 7(b) above, learners appear to struggle when asked to identify age/age range.

Question 9

Targeted Specification Area: Learning Aim: B1

- (a) This question asked learners to give two communication and language milestones a child between four and five years should meet. Many learners gained at least 1 mark for this question. Where learners failed to gain marks, they often provided responses that were related to cognitive development. As there is an intrinsic link between language and cognition, the mark scheme for this question was further developed to enable learners to gain marks where they were able to demonstrate the clear, age appropriate link to communication and language.

2 mark example

9 Give **two** communication and language milestones a child between **four** and **five years old** should meet.

- 1 Being able to write and read out more complex sentences
- 2 Being able to communicate with others by saying more longer sentences + words

(Total for Question 9 = 2 marks)

1 mark

9 Give **two** communication and language milestones a child between **four** and **five years old** should meet.

- 1 should be able to communicate with other people confidently
- 2 Child should be able to speak over 100 words.

(Total for Question 9 = 2 marks)

Question 10

Targeted Specification Area: Learning Aim: B1

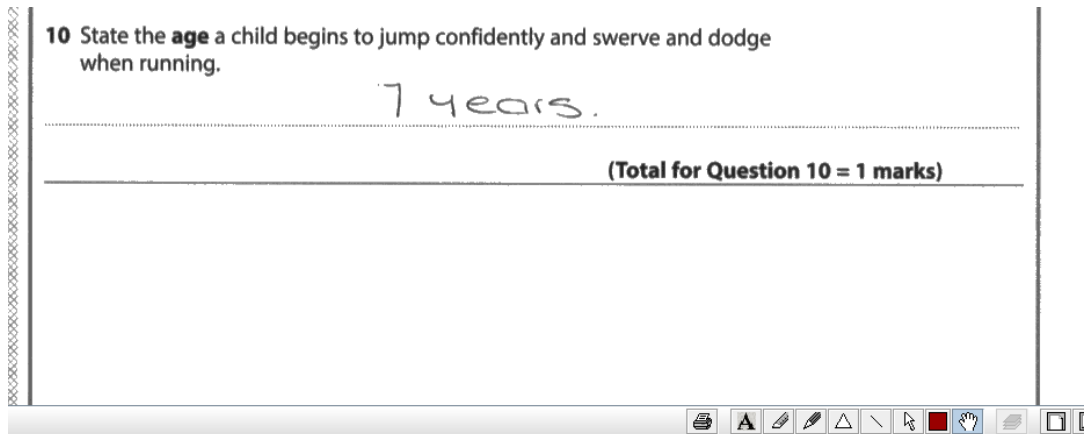
This question asked for the age a child should begin to jump confidently and swerve and dodge when running. It was thought that by providing more than one example, learners might be more able to correctly identify the age range. As with questions 7(b) and 8, however, learners appear to struggle with identifying the correct age/age range.

1 mark

10 State the **age** a child begins to jump confidently and swerve and dodge when running.

7 years.

(Total for Question 10 = 1 marks)

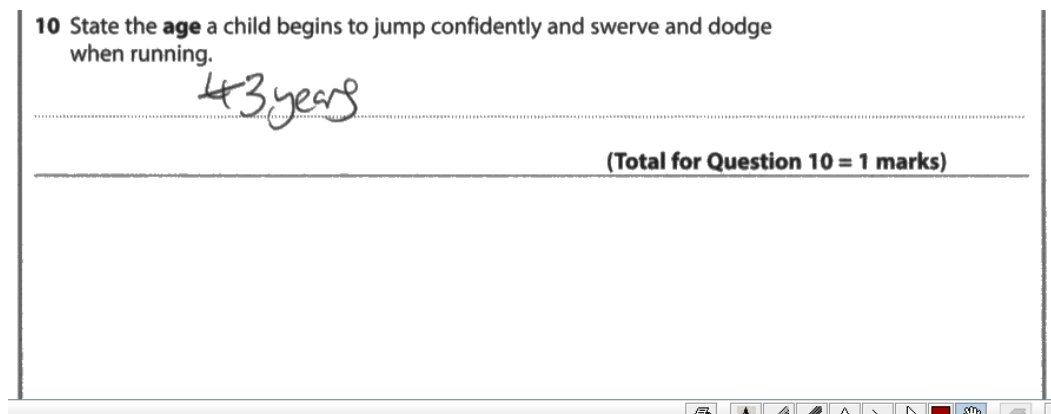


0 marks

10 State the **age** a child begins to jump confidently and swerve and dodge when running.

43 years

(Total for Question 10 = 1 marks)



Question 11 (a) (b)

Targeted Specification Area: Learning Aim: B1, C1

- (a) Learners were asked to provide one example of gross or fine motor development a child should reach at three months old. There were mixed responses to this question. Some learners were able to identify correct examples, whilst others identified milestones achieved at an older age range. It was felt that in some instances learners read 'years' as opposed to 'months' in the question.

1 mark

11 Jennie is **three months old** and has just joined a nursery. Adults have noticed that she is not meeting expected milestones.

(a) Give **one** gross or fine motor milestone Jennie should reach by **three months old**. (1)

holding her arms up. Holding her head on her own.

0 marks

11 Jennie is **three months old** and has just joined a nursery. Adults have noticed that she is not meeting expected milestones.

(a) Give **one** gross or fine motor milestone Jennie should reach by **three months old**. (1)

kicking a ball

(b) In this question learners were asked to describe two other ways adults could help Jennie reach expected milestones at nine months. Again for this question there was some evidence to suggest learners were incorrectly identifying 'months' for 'years'

4 marks

(b) Describe **two** other ways adults can support Jennie's gross or fine motor skills to reach expected motor skills by **nine months old**. (4)

1. give her a toy which she is able to drop and pick back up, almost like a game. using her fingers/hands.
2. Roll a ball ~~the the~~ a small distance away for her to crawl/shuffle to the ball

3 marks

In some cases although the learner identified 'support' they gave no example of the type of support e.g., holding her hand, putting a toy out of reach for her to crawl to.

(b) Describe **two** other ways adults can support Jennie's gross or fine motor skills to reach expected motor skills by **nine months old**.

(4)

1 give her toys to help hold and drop.

2 Supervise her Crawling around and support her.



2 mark example

reach expected motor skills by **nine months old**.

(4)

1 encouraging her to sit up but support her the first few times

2 give her toys that can make noises and shake them encouraging her to repeat.

1 mark

In some cases learners gave responses that were in the question e.g., 'point' so no marks were awarded for these examples

(b) Describe **two** other ways adults can support Jennie's gross or fine motor skills to reach expected motor skills by **nine months old**. (4)

1. They could show her other children that are meeting the right mile stones to encourage Jennie. ~~to~~ point ~~or~~
2. try and get Jennie to do a palm grip/grasp with an object.

0 marks

Some responses related more to other areas of development

(b) Describe **two** other ways adults can support Jennie's gross or fine motor skills to reach expected motor skills by **nine months old**. (4)

1. one way the adults could do this by encouraging her to socaise more with the over children so playing games together.
2. Another way the adults could do this by putting activites that she likes out this will make her more confident.

Question 12 (a) (b)

Targeted Specification Area: Learning Aim: B1

- (a) This question asked learners to identify two cognitive milestones for a child aged between three and four years. Some learners were able to identify correct examples.

2 marks

Counting to 10 accurately, is within the four to five year age range, if learners identified counting to 10 (without 'accurately') this was accepted.

12 (a) Give **two** cognitive milestones a child aged between **three** and **four years** should meet. (2)

1. being able to do simple puzzles.
2. counting till ten

1 mark

12 (a) Give **two** cognitive milestones a child aged between **three** and **four years** should meet. (2)

1. recognising themselves in photos
2. ~~the~~ count to 10.

0 mark

12 (a) Give **two** cognitive milestones a child aged between **three** and **four years** should meet. (2)

1. one is using complex sentences
2. A second is walking alone.

12 (b)

Here learners were asked to identify two emotional and social milestones for a child aged between three and four. Many learners were able to identify two correct responses. Most common were friendship preferences and playing with other friends.

2 marks

(b) Give **two** emotional and social milestones a child aged between **three** and **four years** should meet. (2)

1. ~~late~~ making friends with peers
2. playing with friends

(Total for Question 12 = 4 marks)

1 mark

(b) Give **two** emotional and social milestones a child aged between **three** and **four years** should meet. (2)

1. Start to make friends by sharing and taking turns
2. Express their feelings to others.

(Total for Question 12 = 4 marks)

0 marks

(b) Give **two** emotional and social milestones a child aged between **three** and **four years** should meet. (2)

1. They can understand how people or children ~~are~~ feel
2. They can understand yes and no.

(Total for Question 12 = 4 marks)

Question 13

Targeted Specification Area: Learning Aim: B

Learners were asked to identify two gross milestones for a child aged three years.

Many learners struggled with this item as they were unable to identify correct milestones. A number of responses gave less specific examples e.g., run, whereas the response required was run backwards, run forwards. This is a difficult one as 'run' appears in different areas of the specification so learners needed to provide an accurate response.

2 marks

Here the second response is incorrect however as run backwards and run forwards were accepted as separate responses, 2 marks awarded for the first response

13 By the age of **three years** a child should be able to throw a large ball.
Give **two other** gross motor milestones a child aged **three years** should meet.

1 running forwards and backwards.

2 they should be able to jump.

(Total for Question 13 :

1 mark

13 By the age of **three years** a child should be able to throw a large ball.
Give **two other** gross motor milestones a child aged **three years** should meet.

1 kick a ball.

2 walk up stairs.

(Total for Question 13 :

0 mark

Give **two other** gross motor milestones a child aged **three years** should reach by the age of three years.

- 1 able run
- 2 Jump

(Total for Question 14 = 2 marks)

Question 14

Targeted Specification Area: Learning Aim: B, C

2 marks

14 Give **two** communication and language milestones a child should reach by **eight years old**.

- 1 they should be able to read a book out loud
- 2 They should be having complex conversations

(Total for Question 14 = 2 marks)

1 mark

14 Give **two** communication and language milestones a child should reach by **eight years old**.

- 1 Should be able to speak full sentences and know what they're talking about.
- 2 Should be able to answer things when being asked.

(Total for Question 14 = 2 marks)

0 marks

14 Give **two** communication and language milestones a child should reach by **eight years old**.

1 Communicating with other children.

2 Sharing language ideas with others

(Total for Question 14 = 2 marks)

Question 15

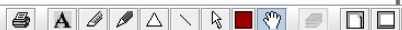
Targeted Specification Area: Learning Aim: B1, C1

6 mark

- how these resources/activities support Betsy's development.

1 Ray can support Betsy's emotional and social development by asking her to dress up and do role play with the other children this is going to help with her self-esteem, this should encourage her to go join and have fun with other children

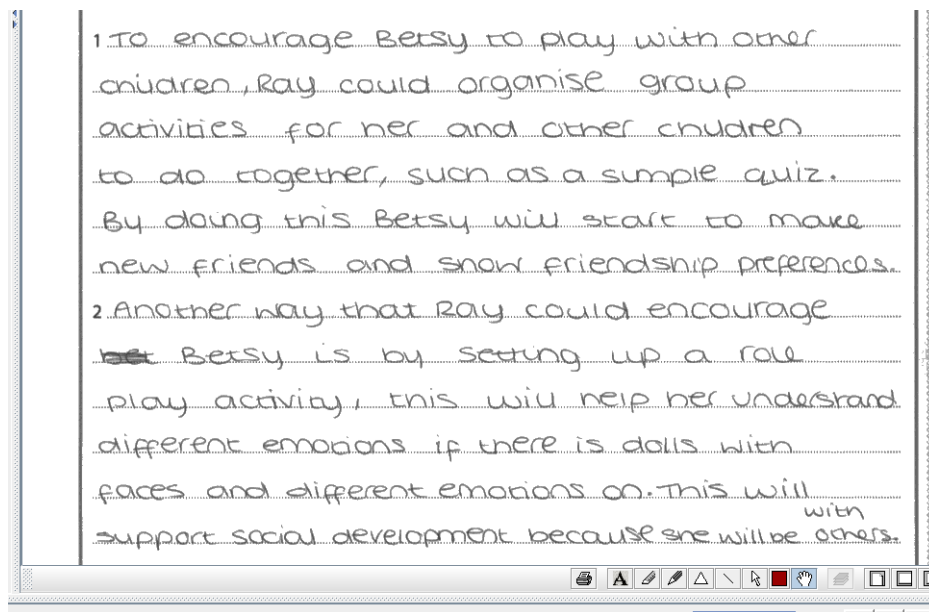
2 Another activity that Ray can support Betsy's emotional and social development is putting her in a group where they have to paint a picture together this means she can show how she's feeling and she is interacting with other children.



5 marks

1. To encourage Betsy to play with other children, Ray could organise group activities for her and other children to do together, such as a simple quiz. By doing this Betsy will start to make new friends and show friendship preferences.

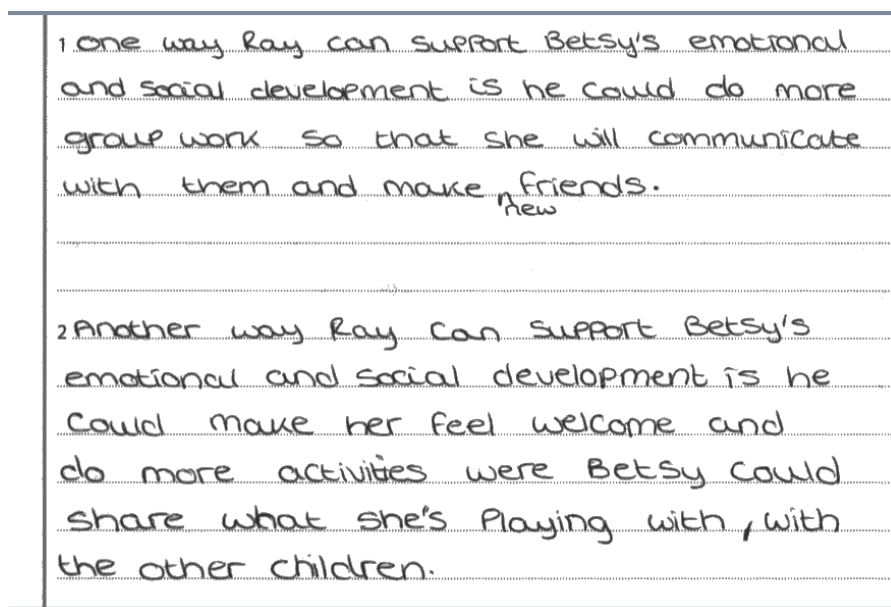
2. Another way that Ray could encourage ~~her~~ Betsy is by setting up a role play activity, this will help her understand different emotions if there is dolls with faces and different emotions on. This will support social development because she will be ^{with} others.



5 marks

1. One way Ray can support Betsy's emotional and social development is he could do more group work so that she will communicate with them and make ^{new} friends.

2. Another way Ray can support Betsy's emotional and social development is he could make her feel welcome and do more activities were Betsy could share what she's playing with, with the other children.



4 marks

1. At age $4\frac{1}{2}$ she can allow betty to play with other children by getting out ^{a few} toys so that they'd have to share and interact with each other.
2. She can find out betty's preferences and other children's to see if they have anything similar. Then should allow betty to play with other children with the same preference. This would allow her to socialise and play with other children.

4 marks

1. one way ray can get betsy to play with other children by ~~g~~ putting betsy into group activities with sand or water this will encourage betsy to be social and talk to the other children about what he is doing.
2. Another way Ray can get betsy to play with other children is encouraging him to play games. For example, role play. this will help betsy to use her imagination with other children. Therefore making her feel happy.

2 marks

- the appropriate resources/activities
- how these resources/activities support Betsy's development.

1. Ray could do some group activities like a jigsaw so all the children talk about the pieces or how it fits and goes with the other piece.


2. Ray could also take her to ~~the~~ a park or do a treasure hunt with some other children so they can talk about it.

2 marks

- how these resources/activities support Betsy's development.

1. Have an activities on ~~the~~ where Betsy can work with other children and communicate with them and they can work together. ~~the~~ For example ~~handing~~ solving a puzzles.

2. The activite will ~~the~~ help Betsy's development by Cognitive development because she using her brain and help her social because she communicating with other children which will improve her learning new words.



Question 16

Targeted Specification Area: Learning Aim: B1 C1

4 marks

16 Explain **two** ways adults in early years settings can support the cognitive development of a child aged between **five** and **eight** years.

1 By counting to 100 with them so they can recognise ^{numbers} and may be able to memorise them.

2 Help them with basic maths. They should be able to perform simple additions around this age.

(Total for Question 16 = 4 marks)

3 marks

16 Explain **two** ways adults in early years settings can support the cognitive development of a child aged between five and eight years.

1 play the memory game, where they look at objects for a minute which then one is taken away and they have to try remember which object is gone.

2 Give them a broken cookie and ask them which one is the biggest so they would be able to conserve as they will know that both cookies will make just one put back together.

(Total for Question 16 = 4 marks)

2 marks

16 Explain **two** ways adults in early years settings can support the cognitive development of a child aged between **five** and **eight years**.

1 adults could support them by giving them puzzles or maths questions to increase their problem solving skills.

2 They could also give them a memory game to increase their memory skills as they are able to remember what they'd seen.

(Total for Question 16 = 4 marks)

0 mark

16 Explain **two** ways adults in early years settings can support the cognitive development of a child aged between **five** and **eight years**.

1 because they can help the child with there work like writing, spelling, ~~and~~ grammar

2 They can do a one to one and help them so they can understand things better.

(Total for Question 16 = 4 marks)

Question 17

Targeted Specification Area: Learning Aim: B1 C1

4 marks

17

James is **two years** old and meeting **expected** milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

- 1 They could ~~scribble~~ ~~scribble~~ read him a ~~scribble~~ ~~scribble~~ story to widen his vocabulary and to encourage him to use simple sentences.
- 2 They could also sing him songs so he uses more words and starts to use sentences when he talks.

(Total for Question 17 = 4 marks)

17

James is **two years** old and meeting expected milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

- 1 adults can support this by talking to James about things and encouraging him to use new words.
- 2 adults can do activities such as circle time and when you get the lady you have to say something about weekend. this will help him communicate with other children.

(Total for Question 17 = 4 marks)

3 marks

17

James is **two** years old and meeting expected milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

- 1 practice reading with James. This will give him the opportunity to pick up new words and vocabulary. Adults can help him to improve his talking by the time he is 3 years old.
- 2 They can practice talk to James and ask him to try to get him to speak so his communication improved and he knows better range of vocabulary.

(Total for Question 17 = 4 marks)

17

James is **two** years old and meeting expected milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

- 1 provide books and picture books to help understand the vocabulary and tend to ask questions.
- 2 singing nursery rhymes to make him join in and sing along.

(Total for Question 17 = 4 marks)

2 marks

17

James is **two** years old and meeting expected milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

1 They could read to James. By telling him stories it will help James

2 They could sing nursery rhymes, so James will pick them up and begin to sing them himself. If he is singing he can communicate singing or even talking.

(Total for Question 17 = 4 marks)

17

James is **two** years old and meeting expected milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

1 By asking him ~~ask~~ simple questions, like do you want to do this game.

2 Let him work with other children where he talks to them.

(Total for Question 17 = 4 marks)

0 marks

17

James is **two** years old and meeting expected milestones.

Explain **two** ways that adults can support James's communication and language development when he is **two and a half** years old.

1. Showing shapes so that they know what they are. e.g. circle, square, triangle.
2. Complete simple puzzles and putting them together.

(Total for Question 17 = 4 marks)

Question 18

Targeted Specification Area: Learning Aim: A1 B1, C1

Level 3 mark band

Learners gaining grades within this boundary were more able to cite age appropriate examples related to the theme. They made appropriate links to the type of support adults could provide the negative impact on development in reaching appropriate milestones.

18 Adults at Shirevale Nursery, have developed activities for children aged three years old using a 'Summer' theme. They encourage children to develop their gross motor skills by throwing large beach balls to each other over a fence.

Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

Your response should include:

- age/age appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources for children's gross and fine motor development

Adults at Shirevale Nursery can create activities for a 'Summer' theme by playing dress-up in summer outfits to encourage them with their fine motor development such as buttoning and unbuttoning summer appropriate clothing. Another way adults at Shirevale Nursery can create activities for a 'Summer' theme by the children creating their own dream holiday by drawing it onto paper that would help their fine motor development as the children will be either using a pincer grasp or a palmar grasp to create their own dream holiday also, another way adults at Shirevale Nursery can create activities for a 'Summer' theme is creating an obstacle course outside for the children to use their imagination skills and their gross motor development skills by imagining for the floor to be water and also for them to balance or jump from place to place. If the adults at Shirevale Nursery don't do activities like this it could make some of the children's gross and fine motor skills could be behind than others.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

18

Adults at Shirevale Nursery, have developed activities for children aged three years old using a 'Summer' theme.

They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

Your response should include:

- age/stage appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development.

Using a 'Summer' theme can support fine motor skills because the child can take part in an art and class session when the child uses their pincer grasp to hold a crayon and draw pictures of flowers (something summery) developing their hand-eye coordination.

Using a 'Summer' theme can support gross motor skills because the child can ride a bike unaided on the sand. This is beneficial because if the child falls off the bike, it is falling on a smooth surface (sand). Riding a bike allows the child to use the larger muscles (legs) developing growth.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

18

Adults at Shirevale Nursery, have developed activities for children aged three years old using a 'Summer' theme.

They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

Your response should include:

- age/stage appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development.

Having a summer theme for three year olds is a good idea because at this age they will start to want to play outside more often especially if it's warm outside as well.

Some fine motor developments are they could sit on the grass and try and make little daisy chains, or they could take colours outside like chalk and draw on the pavements. They could take tricycles outside and let the adults help them on it, or they can take balls outside and kick them around and pretend to play football with it. They could have water play outside for them with toys in it for them like little boats and plastic toys.

This will help them with their gross and fine motor development with picking daisies as they will be using the pincer grip to get them and using their fingers to make the chain with. For their gross motor development, kicking the balls would be a good idea because it is helping them find their balance and being daring to do it. There will be no negative impact of providing these activities and resources because having all the children together will mean that no one is being left out and they won't have to concentrate on one child feeling left out or being behind in anything.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

16 Adults at Shirevale Nursery have developed activities for children aged three years old using a Summer theme. They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a Summer theme can support children's gross and fine motor development between three and five years old. *It gives them a chance to use their gross motor skills.*

Your response should include:

- age/stage appropriate activities and resources linked to a Summer theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development

In this nursery to encourage a summer theme I think that this will help children to develop more in their gross and fine motor as the children will be enjoy in themselves as they are learning.

To improve in the children's gross motor I think that a good thing to do is to play games like like size hopscotch. I think that this could improve their gross motor as the children will be hitting objects up and down to move them. I think that this links in to the theme of summer as people play games in summer.

Another game that will improve their fine motor skills is decorating ice cream tubs. This will improve their fine motor as they will be using a pincher grip to pick things up like sprinkles and sweets. I think that this would improve fine motor skills as the children have to pick things up all by the time you could even get the children to count up take money as if they were paying for it. As well as this I think that the people could do with the children to get them to make post cards to take back home for their family. This will encourage them as they will have to write on them draw pictures cut and stick things on them. This will improve it as they will be trying to use the pincher grip to do everything. It is important to make sure that all children are developing equally. They don't then they will fall behind in other areas for example if they are behind generally then they won't be able to join in with friends with their play so games and then will receive less in social development.

TOTAL FOR PAPER = 50 MARKS

Level 2 mark band

Learners achieving grades within this boundary were able to cite good examples linked to the theme, though they were not always age appropriate, some linked to other areas of development whereas this question focuses on one area of development. There were some good attempts at providing adult support however synthesis was slightly weaker.

18 Adults at Shirevale Nursery have developed activities for children aged three years old using a Summer theme. They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a Summer theme can support children's gross and fine motor development between three and five years old.

Your response should include:

- age/stage appropriate activities and resources linked to a Summer theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development

In summer the sun is out and it is warmer outside which means children will go outside and do bigger activities.

one example would be to kick a football around this will help to further develop their gross motor skill. It will also encourage them to pick up the ball if it has travelled to far by using their fine motor skills.

Another way the theme 'summer' will help their gross motor skills is by letting children go on a climbing frame or wall. This will help them learn to use their legs and hands at the same time and make them stronger.

The theme summer will also help to develop their fine motor skills by adults putting out small items like shells ~~thru~~ in the sand pit this will encourage them to pick it up using a pincher grip. This will help in the future when they pick up small things with their fingers.

By Adults not doing this it would slow down their fine and motor skills. This would result in their physical development becoming delayed which could potentially slow other developments down and the child would grow as fat.

Another reason ~~for~~ adults ~~to~~ do this to support children's fine and gross motor skills ~~is~~ it encourages them to be more active and it would help them sleep at night and get a proper diet.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

18 Adults at Shirevale Nursery, have developed activities for children aged three years old using a 'Summer' theme.

They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

Your response should include:

- age/stage appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development.

It will develop their fine motor skills because the child could use the pincer grasp to hold things like a bucket and spade.

It will develop their fine motor skills as well because the child would be able to use their hands to pick up shells.

Also it will develop their gross motor skills because they could do activities like football. This would involve the child kicking a large ball which is a gross motor movement.

10

Also the child could play activities like tag. This would improve their gross motor movement because the child would have to run while avoiding objects.

However the 'summer' theme might not be a good idea because there is some things that you might not be able to do in the summer that you can do in other seasons or themes.

Also the child could write their name in a sand pit provided. This will encourage their fine motor skills because they would be using a small movement of their hand to write their name in the sand-pit.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

11

18 Adults at Shirevale Nursery, have developed activities for children aged three years old using a 'Summer' theme.

They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

Your response should include:

- age/stage appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development.

using a 'Summer' theme can support a child's fine and gross motor skill as it means that children would/can cooperate and use more of their development/skills for example. Ballistic development is all about texture and the summer has connotations to sand and water. This means that children have the opportunity to explore certain textures (eg sand, water, shell, ect.) and has a positive impact as they now know the different textures.

Also the "summer" theme means that children have more outdoor activities to do like a picnic this is good as a picnic gives the children the chance to play base ball or swimming.

10

This will help develop their gross motor skills as it means children have to use certain muscles in their body with they may not exercise that much.

Also the "summer" theme helps children's gross and fine motor skills as it means that children get to run around more and build things as well as playing certain beach games. This is positive as children get to experience a different type of play and improve their motor skills as they are using different types of grasps. They are exercising their leg muscles and hand muscles.

The "summer" theme makes children want to join in more physical activities which will improve the fine and gross motor skills.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

11

Level 1 mark band

Learners achieving marks within this grade boundary were able to cite few examples and these were mostly unrelated the appropriate milestones and/or to the theme. Links to the types of adult support provided were weak or absent and there was no/little relevant detail as to the effects on development. In some instances learners repeated types of support or discussed examples that were provided in the question.

16 Adults at Shirevale Nursery, have developed activities for children aged three years old using a 'Summer' theme. They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

- Your response should include:
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 - how your examples of activities and resources will support children's gross and fine motor development
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Using a summer theme can support children's gross motor and fine motor development because when you are at a beach there is alot of things/activities you do and also there is alot of things you like to play with for example one of the activities could be playing with sand and making sand castles this could support both their gross motor and fine motor skills as they would be using their hands mainly but also have alot of strength getting the sand in and turning the bucket over

Another way ~~to~~ ~~the~~ ~~activity~~ ~~that~~ ~~support~~ ~~gross~~ ~~motor~~ ~~skills~~ ~~is~~

Another way the 'summer' theme can support their gross motor and fine motor skills is having a beach ball around the theme encourage them to play and a football with the beach ball this support the child's gross motor skills as using the large umbel such as your leg to kick the ball

(Total for Question 16 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

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Assess how using a 'Summer' theme can support children's gross and fine motor development between three and five years old.

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They have already encouraged them to throw a large ball over a low net so maybe every time they score a point put the net a tiny bit higher and decrease the size of the ball so the children can develop their fine motor, or leaving the net low so it is easier for the children to pass over.

If activities like this are not provided then the child may lack of gross and fine motor skills such as being able to hold a pen properly using any of the

grips using the summer theme helps the children's imagination they can do activities such as playing around in a sand pit and building sand castles or pretend to roast marshmallows over on a stick with a pincer grip to develop their fine motor skills

(Total for Question 16 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

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Have an activitie where children have to throw the balls into hoops. This will support their development because they are throwing large beach balls into hoops and its helping them coordination of how they can get it into the hoops. The negative impact of not providing activities is that they children wont improve and children will not want to ~~the~~ do it.

Anotherway is the passing the ball to each other and counting. This will help their gross motor skills and fine because they have to are use their brain and also keeping physical. The negative impact is they could forget how to count.

10



18 Adults at Shirevale Nursery, have developed activities for children aged **three years old** using a 'Summer' theme. They encourage children to develop their gross motor skills by throwing large beach balls to each other over a low net.

Assess how using a 'Summer' theme can support children's **gross and fine motor development** between **three and five years old**.

Your response should include:

- age/stage appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development.

A 'Summer' theme can support the childrens gross and fine motor development between 3-5 years old by throwing beach balls to each other in a low net. This would help with their gross motor skills as its a larger ball.

They can also support fine motor development by threading pasta as this would help with their hand and eye coordination.

10

If there is not any activities or resources provided to help them with their gross + fine motor development, it could lead to delayed development. This would then mean that the children would not have as much knowledge as the other children, which could lead to low self esteem or bad the feeling of not receiving good enough. This could lead to bad behaviour.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

11

0 marks awarded

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Your response should include:

- age/stage appropriate activities and resources linked to a 'Summer' theme
- how your examples of activities and resources will support children's gross and fine motor development
- judgements on the negative impact of not providing activities and resources on children's gross and fine motor development.

By using theme summer children may be encouraged to do more summery like and active activities. The children could like to do what they like to do on holiday or on summer break and the rest of the class could guess what it is. This would not only promote physical but also cognitive development. This activity would support a child's gross and fine motor skills as they are having to get up and act out

10

Something they would do during summer.

(Total for Question 18 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

11

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