

L3 Lead Examiner Report 1906

June 2019

BTEC L3 National in CPLD

**Unit 2: Development of Children's
Communication, Literacy and Numeracy
Skill (31598H)**

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March2019

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What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:

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Unit 2: Development of Children’s Communication, Literacy and Numeracy Skills

Grade	Unclassified	Level 3			
		N	Pass	Merit	Distinction
Boundary Mark	0	11	22	36	50

Introduction to the Overall Performance of the Unit

This is the fourth exam series for Unit 2 – Development of Children's Communication, Literacy and Numeracy Skills.

In general, examiners were fairly pleased with the work which learners produced this series and commended centres for their hard work in preparing their learners and taking heed to the comments made in previous Lead Examiner reports. The work produced was of a good standard, however, some learners were still producing too much writing in which there were only a few relevant points. Learners must focus on the activity requirements if they are to be credited for their work. Where examiners see good work they are happy to reward the learner positively, however marks cannot be given for inaccurate or inapplicable content.

It has also been noted that knowledge of theory was, in some cases, limited and as a result, learners were unable to achieve as many marks for their response as was available. It is imperative that teaching and learning for the entire unit 2 content takes place, including theoretical approaches. Learners should make more use of the Part A case study. It is designed to provide learners with a good idea of what they should research to complete the Part B task assessment. The Part A Case study is a useful tool, as it provides learners with some guidance as to which aspects of the specification the activities on the Part B assessment task will likely cover. It does not, however, imply that the Part A case study should be applied to all the activities in the Part B assessment task. For example, in Activity 3 there is no mention of any considerations having to be made to children with additional language requirements. Learners must read the Part B three activities carefully and respond to them by providing the requested information within each activity.

In general, the application of theory remains weak. Centres should note the breakdown of marks awarded for each activity in the Part B Assessment task, for example, in the first two activities the reference to theory and examples of best practice can achieve twelve out of the possible twenty marks for each of the activities. It has been noted that a large number of learners are naming theorists without any application and are providing either incomplete or inaccurate information. Statements such as 'Vygotsky is a social theorist' or 'scaffolding' without any further application to the activity are likely to receive minimal, if any, credit. However, centres are to be commended for ensuring learners understand the examination techniques required to successfully complete longer questions to access a good range of marks. For example, the importance of understanding what is required to address a command verb appropriately.

Individual Questions

Activity 1

All questions relate to the task brief which provides the information for learners to apply when responding to the activity. This section is always based upon an Ofsted Report which the early years setting has received. Learners are asked to produce a report in response to the Ofsted report. For the June 2019 series, learners were required to:

- *Provide further opportunities throughout the indoor and outdoor learning areas for children to extend their knowledge of the sounds letters make*
- *Encourage staff to give more attention to developing children's skills in recognising number, shape and space*
- *Encourage staff to evaluate children's achievements and to adopt activities to challenge them effectively*

The first aspect of the activity 'provide further opportunities throughout the indoor and outdoor learning areas' was completed well by learners. Some learners utilised their knowledge of phonics to provide appropriate activities both indoors and outside, whilst others tended to refer to book corners or story sacks, which did not enable them to expand on their response.

Few learners noted that the second aspect of the activity was about encouraging staff to give more attention to developing children's skills. This provided a good opportunity for learners to demonstrate their knowledge of appropriate cognitive theory by explaining that staff could study these theories and then demonstrate ways in which they could be applied. This would have ensured that responses were justified with appropriate recommendations to support the development of number, shape and space.

The third aspect of the activity was answered well by a good majority of learners, many included learning journeys and observations which were linked to Vygotsky.

Centres should encourage learners not to copy out the activity as this is wasting valuable time and cannot be credited.

In the first response below, the learner has demonstrated good use of exam techniques by providing sub-headings to each of the three sub-sections in the activity. They have provided reasoning as to why they have made suggestions and finally linked the activities to theory.

Whilst the application of phonics would have enhanced the first sub-section, nevertheless, the learner has developed theoretical considerations indicating a good depth of understanding to the three aspects, together with the ability to appropriately apply the theory.

This response was awarded the following:

Recommendation - Mark band 4

Justification - Mark band 4

Total 17 marks have been awarded

Activity 1: Ofsted report response

Jumping Wallabies Nursery School's latest Ofsted report

Cassie, the Head Teacher at Jumping Wallabies, has just received the latest Ofsted report. The quality of provision is Grade 3: requires improvement. The report stated that to meet the requirements of the Early Years Foundation Stage the provider must:

- provide more opportunities throughout the indoor and outdoor learning areas for children to extend their knowledge of the sounds letters make
- encourage staff to give more attention to developing children's skills in recognising numbers, shape and space
- encourage staff to evaluate children's achievements and to adapt activities to challenge them effectively.

Produce a report responding to Jumping Wallabies Nursery School's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

This report will include a variety of recommendations to work alongside the issues raised above in order to improve the way of teaching within this nursery as it 'requires improvement'

Recommendation 1 - indoor and outdoor phonics corner to extend their knowledge of sounds letters make. This can be addressed by early years practitioners and professionals by providing a wide range of sources and materials which create sound and texture children can pick up on and interact with. At Jumping Wallabies we feel that your large indoor and outdoor play area are not being taken the full advantage of. A comfy corner inside the classroom can be made especially for phonics. Visual images such as signs, symbols and posters can be dotted around the walls containing various letters and materials e.g letter S stuck to a pot of sand or on a toy snake. This can be repeated outdoors by either scattering letters in water and sand trays so children can interact during physical play or an outside stable den can be made containing the paper letters children use such as x, v. Words can be stuck up however



letters can be highlighted.

WHY? By providing play opportunities both indoor and outdoor children feel less restricted to what they can learn. Also by providing materials and resources they will develop speech and language when sounding these letters/words. We have made this suggestion on behalf of looking at the range of languages that are spoken and feel a corner where children are not pressurised but encouraged is a ~~the~~ good learning strategy. Occasionally staff could place themselves in each area on a daily basis encouraging and promoting knowledge and understanding through questioning and support.

Early years theory -

Bruner 3 modes of representation tell us how children need the environment around them in order to develop language skills. Especially iconic representation meaning image based learning and pictures along side words. Although Chomsky believes the idea of language is innate and children's brains allow them to acquire it our point of providing resources and materials for sounding and providing that opportunities shows that Bruner's LASS of having a language rich environment and needing interaction to develop eg. having staff in certain areas will benefit them greatly.

Recommendation 2 - Adult lead morning activities to develop children's skills of shape, numbers and space. One each table in the morning there should be an activity on shape and an activity on numbers. The two teachers should be on a table each while the early years practitioner does a space awareness activity. Some teaching assistants can scatter themselves around encouraging them.



P 6 1 5 7 2 A 0 7 2 0

7

Turn over ►

to give further attention. The children should have an open opportunity to which they would like to learn that morning however it should be rotated each day to extend their skills. On the shape table their could ^{be} visual images of shapes laminated later on developed to 3D when confidence is grown. Practitioners should ask questions such as 'what in nursery is square?' or show them the shape, this provides opportunities to link and memorise. Numbers can be done in a similar way by using fingers and everyday objects to grasp the concept. **Space** can be done in a different way to avoid repeated activities such as dance as the nursery has a large indoor area children can spread themselves out and dance while practitioner question and encourage words such as 'big space' then children can clamp together making the space small. This can also be done when recognising the space between objects.

Why? - We noticed that staff did not give much attention to working with children to develop these skills. By having a set routine in a morning children become used to learning through the repetition, ideas can also be developed to change ~~on~~ what's on each table providing a variety of learning with staff involvement.

Early years theory

According to the EYF's framework children 3-4 years of age should be showing awareness of similar shapes and are beginning to use the language. Therefore it's important practitioners provide rich varied opportunities and a range of natural materials to compare and order. Adults should organise



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the environment to foster shape matching. Its essential staff are involved as they can provide support. Vygotsky viewed children as apprentices and that learning is an active process, therefore through interaction language and understanding is developed. Activities like this develop children's ZPD (zone proximal development) meaning what children can achieve with scaffolding.

Recommendation 3 - Learning journeys and tracking observation

When encouraging staff to evaluate children's achievements it's easier to do this in a physical way. The nursery lacks in evaluating the children's progress and information is not stored well enough. A learning journey is a narrative way of assessing and planning children's development; it can easily be shared with parents to show achievements and progress with their child. By using observation methods and tracking activities can be adopted to certain children's needs. For eg. an activity can be put in place for a child who is advanced in number but struggles with shapes; this can be noted down in a folder. Staff should take into account what children say during activities, their responses to situations and work they physically produce. Staff could use online ways of recording achievements such as 'tapestry' and Cassie should be providing CPD training perhaps visiting other nurseries to make sure skillful professionals are inserting documents.

Why? Learning journeys can provide not just staff but parents on their child's progress in a physical way. Seeing how far they

(Total for Activity 1 = 20 marks)



In comparison, the second example for activity 1 is weaker. They have provided some good suggestions as to how to create a maths environment, which have been credited, however the supporting theory is weak. Reference is made to the EYFS which is appropriate and a 'numeracy rich environment' is also referred to; whilst the application of the numeracy rich environment is present and has been credited, further development would have enhanced this section.

Reference to Vygotsky is noted however, the link is vague, *'as he says adults should support children in numeracy'*. Unfortunately such short references to theorists limits the learners response and ability to expand into higher mark bands

To address the third aspect of the activity, the learner refers to a key worker and observations and cites Vygotsky in an appropriate context, however this is also brief. Vygotsky appears again to justify *'teachers talking to parents'*

The first aspect of the activity is addressed at the end of the learners response. There is reference to phonics and some appropriate suggestions to support the activities, all of which have been credited. Vygotsky then appears again, confirming adults should support children in reading which is additionally affirmed by Chomsky, *'who says adults should look at books with children'*

Good use has been made of the number rich environment and there is some knowledge of phonics demonstrated which has been added to the end of the response. Some credit has been awarded to the reference made to Vygotsky and observations however, no further credit can be made as these references are far too brief and not always accurate.

This response was awarded the following:

Recommendation - Mark band 3

Justification - Mark band 2

Total 11 marks have been awarded

Activity 1: Ofsted report response

Jumping Wallabies Nursery School's latest Ofsted report

Cassie, the Head Teacher at Jumping Wallabies, has just received the latest Ofsted report. The quality of provision is Grade 3: requires improvement. The report stated that to meet the requirements of the Early Years Foundation Stage the provider must:

- provide more opportunities throughout the indoor and outdoor learning areas for children to extend their knowledge of the sounds letters make
- encourage staff to give more attention to developing children's skills in recognising numbers, shape and space
- encourage staff to evaluate children's achievements and to adapt activities to challenge them effectively.

Produce a report responding to Jumping Wallabies Nursery School's latest Ofsted report, making recommendations to address issues raised. Justify these with reference to early years theory.

The purpose of this report is to make recommendations for improvements for Jumping Wallabies Nursery School. Cassie the head teacher needs to encourage staff to develop children's skills in number, shape and space. Cassie and Milo the early years practitioner can do this by creating a numeracy rich environment. To do this they can create a maths area / maths corner, use maths walls, put maths in unexpected areas and label maths displays with key words from current mathematical topics. These displays need to be at children's eye level so they can see it. Also Cassie and Milo could have maths resources on display ~~so~~ this could be multi-link or wooden shapes. This would catch children's attention so they will want to play with the

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shapes. According to the EYF at 30 to 50 months children show an interest in shape and space by playing with shapes or making arrangements with objects. So if Cassie or Milo create this display they will be supporting the children's norms in their development as they are giving them the opportunity to meet it. This would link to Vygotsky as he says adults should support children in numeracy. The resources Cassie and Milo would need to create a numeracy rich environment is to have good knowledge on computers to create colourful displays to put in the unexpected areas around the school, for example they could put laminated shapes on toilet doors with the name of the shape on. Milo could become children's key person so he can evaluate children's achievements to adapt activities to challenge them effectively. Best practice under the EYF says every child needs a key person. To evaluate children's achievements Milo can do observations which will help him identify what age/stage of development children are at. This links to Vygotsky as he says adults should do ongoing observations.



P 6 1 5 7 2 A 0 7 2 0

7

Turn over ►

Milo can also form a professional bond with the children and their parents to support children with numbers. Milo can talk to parents to find out what maths they are exposed to at home or give them tips on ways to support their child's numeracy development at home. Tips Milo could give ~~are~~ to parents are use different times of the day to look at a clock and see what time it is, use magnetic numbers for counting and set aside time every day to do maths games like card games. This links to Vygotsky as he said teachers should talk to parents. Milo could also run information sessions on developing children's ~~numeracy~~ numeracy and loan maths games and teach parents / carers how to play them. Having an indoor and outdoor play area allows children to move freely indoors and outdoors however they please at Jumping Wallabies Nursery however Cassie and Milo need to take more advantage of this to extend children's knowledge of the sounds letters make. Cassie and Milo need to be aware of phonemic awareness and introduce sounds to children in order of usefulness.

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not alphabetical order. On a nice sunny day Cassie or Milo could take advantage of the outdoor area and share a book with the children. They can support children's knowledge of sounds doing this by saying the sounds whilst pointing to symbols when sharing the book. This links to Chomsky as he says adults should look at books with children. Vygotsky also says adults should support children in reading. By doing this it will also make sure children are meeting the norms in the EYF as at 22-36 months children should listen with interest to the noises adults make when they read stories. Reading books is an appropriate activity to expand children's knowledge on the sounds letters make as they can visually see it. Also to evaluate children's achievements ^{Milo} ~~staff~~ should use learning journeys. This is a great way to build up a portfolio of children's progress and interests. Cassie needs to make sure Milo is aware of the components of speech which are phonology (the study of speech sounds used in language), semantics (understanding the meaning of words), and syntax (the grammar of language). (Total for Activity 1 = 20 marks) so that Milo can give full support on helping children to learn the sounds letters make.



P 6 1 5 7 2 A 0 9 2 0

9

Turn over ▶

Activity 2

Activity 2 is an individual case study relating to Ossie who has just turned three and who moved to the UK three months ago. The family do not speak English at home. Her social and emotional development is affected. Learners were asked to produce a set of actions for Milo, her key worker, to support Ossie

A number of learners did not respond to what was required. It is important that learners read the question and understand what is required. Responses should have related to both language and social and emotional development but in many cases did not.

Some learners were able to make reference to Ossie's social and emotional development and provide appropriate activities such as, group work with other children.

The following example demonstrates some reference to the actions which can be put in place for Ossie although there are occasional lapses in understanding. The learner suggests posters to draw the child's attention and states they will *'help her to begin to understand a little English'* although this response is not further developed. The posters are referenced throughout with no other application to language. The posters are justified by Chomsky and *'language rich environment'*, The *'iconic mode'* is referred to but again, not developed.

The second paragraph relates to Ossie's parents although, there is no credit for the actions which have not been well thought through. There is an isolated reference to playing with other children although its justification is extremely weak.

This response was awarded the following:

Recommendation - Mark band 2

Justification - Mark band 1

Total 5 marks have been awarded

Activity 2: Child case study

Ossie has **just turned three years old**. Her family moved to the area from another country three months ago. The family does not speak English at home. Ossie does not mix with the other children in the nursery.

Ossie has been observed by her key person, Milo, during play. Milo is aware of the impact that being introduced to the English Language has had on Ossie's emotional and social development.

Produce a set of actions for Milo, her key person, that support Ossie with her emotional and social development. Justify the actions with reference to early years theory.

There are many things Milo can do for Ossie. One thing Milo can do is display posters around the large indoor area. ~~This~~ The posters should be at the children's level and they should be simple, bright and colourful. This will draw Ossie's attention, ~~is~~ helping her to begin to understand a ~~the~~ ~~little~~ little bit of English.

Milo could communicate with the parents and tell them that Ossie could bring in a comforter from home to help her settle better. Also ~~he~~ ^{Milo} could suggest that Ossie's mum or dad could record themselves reading one of her favourite books, so that Ossie can bring it ~~the~~ to Jumping Wallabies and listen to it and show the other children.

To help Ossie and to ~~make~~ help her

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settle easier, Milo could visit her at home once or twice a week. This will help her get to know him and create a strong bond with him. This strong bond could then mean that Ossie will listen to him, meaning she might ~~play with~~ begin to play with other children.

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Chomsky says that bringing up children in a language rich environment is important for them to learn language. If there are posters around the nursery school then Ossie will be in a language rich environment. This may help her to understand language and ~~graduate~~ gradually begin to speak English.

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As Ossie just turned three years old, she is in ^{Bruner's} the iconic mode of representation. This means she learns from mental images and pictures used with words. By displaying posters around the nursery school, Ossie will be learning some language and maybe understanding it.



In contrast, the following example has addressed the requirements of the activity. The learner has approached the activity with sensitivity and demonstrated understanding that the family may not speak English and has suggested the use of a translator. There are numerous suggestions for activities which can be provided for the child, with all aspects of the activity having been addressed.

The theory used is appropriate to the suggestions made and is explained well, justifying the recommended actions. This demonstrates that the learner has a good understanding of the relevant aspects of the specification and has used their knowledge effectively to provide a good response.

This response was awarded the following:

Recommendation - Mark band 4

Justification - Mark band 3

Total 15 marks have been awarded

Activity 2: Child case study

Ossie has just turned three years old. Her family moved to the area from another country three months ago. The family does not speak English at home. Ossie does not mix with the other children in the nursery.

Ossie has been observed by her key person, Milo, during play. Milo is aware of the impact that being introduced to the English Language has had on Ossie's emotional and social development.

Produce a set of actions for Milo, her key person, that support Ossie with her emotional and social development. Justify the actions with reference to early years theory.

Ossie has just turned three years old and is finding it emotionally and socially challenging when it comes to the English language. To which, Milo, Ossia's key worker needs to do robust and sensitive approaches with her and address programmes to repair relationships. Milo needs to develop a good relationship with her family also and to ~~develop~~ establish trust with ossie. Milo could get a translator to communicate with ossie's parents to ask what her interests are. Milo could do home visits also to support her emotional and social ~~and~~ development. Milo should be aware of multilingualism, in which 'Sequential', ~~is~~ and 'Simultaneous'.
 Moreover for 'best practice', the EYF says 1.7- For children whose language isn't English, settings must provide opportunities to developing their home language. Therefore, a set of action to support the individual needs are activities such as, songs.



action rhymes, regular readings, story sacks, puppets, culture days (dress up) and provide visual cues and labels with bella so in the her home language. To add, to comfort Ossie, and support her emotionally, she could have a comfort toy and have her parents to record them telling a story, so that she can listen to it at nursery with headphones. Mike should also be aware and have knowledge on supporting the '4 broad stages' in process to pick up language, this being, firstly: continuing home language, to which Mike understands her communication and uses non-verbal methods like pictures, gesture, body language and facial expressions. Second stage is Non-Verbal or silent period, where Ossie will begin to tune in to sound and words and Mike can simplify language by pointing, naming and creating a familiar routine. Mike must praise to support emotionally. The third stage being Telegraphic / formulae speech; where they usually use formulae phrases like 'thank you'. Mike must expand and recast, this stage links with Roger Brown's 'telegraphic speech'. The fourth



stage is known as productive language, where ~~the~~ Osie will make up her own mini sentences before becoming fluent. Mite can further support her by giving her additional time, plenty of interaction ~~and~~ opportunities to play games like picture Lotto and could even do circle time with her with only a small group of children. Key features Mite should use is a higher pitched voice and slower pace when talking.

~~The~~ it could be possible that Mite can be aware of other agencies as options if Osie doesn't meet the needs, as by this age the EYF says children should use simple sentences and use gestures. Therefore Mite could have support off a educational psychologist or speech language therapist.

These set of actions have been chosen as, Christy says this is a critical period for them at this age and should be exposed to language and be surrounded by a language rich environment, as they are already born with the ability to learn language as it is innate I have also chose this set of actions.

12



P 6 1 5 7 2 A 0 1 2 2 0

like visual cues as, Bruner says,
at this age Olive is in the iconic
mode where they learn words by visual
images of pictures, this being the language
acquisition support system.

(Total for Activity 2 = 20 marks)



Activity 3

For activity 3, learners were required to plan two activities which are appropriate for four and a half year old children and which relate to mathematical language and problem solving. Centres should note that there are a large number of marks to be accessed for Activity 3. The choice of activities should be related to mathematical language, problem solving and be age appropriate. There was not a requirement to either amend the activities or provide additional activities for children with specific requirements, as these are not requested in the activity.

Learners are losing marks as the activities were not suited to mathematical language and problem solving or were not age appropriate. As in previous series, it appears that learners have devised an activity and have attempted to apply it to mathematical language and problem solving later, rather than devising the activity around the question. This strategy very rarely works well and learners should be provided with scenarios such as those on past papers to practice developing relevant responses.

Centres are reminded that the learners must devise the activities themselves; examiners are a little concerned that in a few rare instances, the entire cohort from a centre, were using the same activities.

Activities cannot be credited if they are seen to be a health and safety risk. Examiners have noted that many learners are now including health and safety aspects into their planning and whilst this is to be commended, where activities contain hazards such as choking risks with marbles and beads, or live insects, no aspect of that particular activity will be credited. This measure is being taken to ensure learners are not credited for activities which may harm a child. Centres should now take this forward and encourage learners to think through activities, as an example; instead of using counters, or acorns, which could be a health and safety hazard to younger children, learners could use larger objects to enable the children to count.

Application of theory still tends to be weak with learners very often making reference to either Skinner or Vygotsky without any context to the activity.. Chomsky was also referenced on numerous occasions due to the use of 'language', but was not credited.

In the example below, the activities are relevant and appropriate for the age of the child. The learner has referred to the role of adults and has supported the activities with Information Processing theory. The activities are seen to be safe.

This response was awarded the following:

Total 15 marks have been awarded

Activity 3: Designing activities

Design **two** activities to support development of **mathematical concepts** for **four and a half year olds** at Jumping Wallabies Nursery School. The activities must include the use of **mathematical language** and **encourage problem solving**. The activities must be **age appropriate** and **supported by theory**.

For my first activity I would recommend that the children be provided with cut outs of numbers up to 10. I would ask them to paint the number with however many colours to match the number for example if a child had the number 2 I would ask them to use 2 colours. This would be beneficial as it helps children understand numbers and amounts more, as it is visually there. The resources needed for this would be;

Cardboard / Paper, Scissors, pencil, paintbrushes, paint, aprons. I would first draw out numbers in bubble form, then I would cut them out and give them out. The children would then complete the activity. For a differentiation or next steps to make this harder I would use higher double digit numbers up to 15.

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14



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For my second activity I would suggest a tally chart during circle time, and a quiz based around it. For example I would ask the children about Pets. I would make a tally chart including: who has a dog? who has a cat? who has fish? who doesn't have a pet? I would ask these questions and ask the children to put their hand up for one. Then make a tally chart based on the results. I would then quiz the children. For example ~~who has~~ How many people have a dog at home? I would then ask which pet is the most popular, and so on. This develops their understanding of numbers and the use of "more than, & less than"

This will benefit the children as they will have a better understanding of numbers and charts. Charts are a big part of numeracy in later education, having that understanding early is beneficial as later the children can relate



P 6 1 5 7 2 A 0 1 5 2 0

15

Turn over ▶

On this knowledge and build on it. I would link this to the information processing theory. Using this chart and understanding it will go in the childrens short term memory. If this information is not encoded meaning the child does not fully understand it, or if rehearsed, meaning the information is revisited and gone over. Then it will be forgotten, if the information is rehearsed and encoded it will then transfer to the long term memory. This information can be stored from a few minutes to a lifetime. The more we build on a child's knowledge and rehearse encoded information, the easier it will be to put new information into the childrens long term memory.

The role of the practitioner is to ensure all children are at the correct age and stage of development. This can be done by observing the children, I could then assess what needs more work. For example

16



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Maths, I would then make activities that focus on those problem areas. Then I would implement the activities and again observe how ^{well} they work with the children. So I could then make differentiations when needed. I would base my activities of theory, personal experience and best practice.

(Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS



In the second example, the learner has used sub heading and planning for the two activities. Both mathematical language and problem solving has been incorporated into both activities. Learning outcomes have been explained as are the areas of mathematical language which have been considered The section on the role of the adult is very well done.

Theoretically, the EYFS has been used well to justify both activities. The use of Piaget is also appropriate. The activities are practical and achievable. There are no health and safety or safeguarding risks.

This response was awarded the following:

Total 25 marks have been awarded

Activity 3: Designing activities

Design two activities to support development of mathematical concepts for four and a half year olds at Jumping Wallabies Nursery School. The activities must include the use of mathematical language and encourage problem solving. The activities must be age appropriate and supported by theory.

Activity 1-

Activity - Role play shopping corner
 Recognises numerals (40-60+ month)
 EYF Goal - ~~Identify 3 items by length or weight~~

Description - For this activity there could be a corner of the room with a shopping Role play. There could be shelves and a till and lots of different food items and on each of the food items there will be a price which will either one or 2 digits. The children can take turns in finding the items then buying them with the money that they have. The children will have to problem solve because they will have to count their money and items price to see if they have enough money for it, there will be adults to support them. Also the staff members will be helping them and they can ask the children questions about what they have bought and how much the items are and the children will have to try and recognise the numbers on the items that they are buying.

Adult Role - The adult's role in this would be to help the children to recognise the numbers on the items that they are buying and also to be asking the children lots of open-ended questions which will help their problem-

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Solving skills because they might be asked a question like 'do you have enough money?' where the children will have to count their money and try to work out if they have enough for the items.

Links to theory - This activity will link to vygotsky's theory because the children might not be able to count their money or the money for the items so a more knowledgeable ~~other~~ ^{other} (child/adult) will be able to help them which will help them develop their mathematical knowledge & problem solving skills.

Language - mathematical language (numbers, bigger, smaller, same, different etc), problem solving language between the children or with the adults.

Individual needs - if the child is struggling to do this activity then an adult may have to help them or because this is also a group activity then the other children will also be able to help ^{which} ~~with~~ will also encourage the children's social skills and also links to Vygotsky's theory.

Learning outcomes - The learning outcomes for this activity are that I hope that the children will be able to develop their understanding of mathematical concepts and ~~mathematical~~ ^{problem-} solving skills through this activity and that the quality of adult interactions will help the children's development in mathematics during this activity.



P 6 1 5 7 2 A 0 1 5 2 0

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Turn over ▶

Activity 2 -

activity - catching fish

EYFS Goal - orders 2 or 3 items by length or height or size
recognises numerals

description - For this activity it will be in a big water tray and will be done as a group activity. In the tray will be lots of water + soap and each child will have a 'fishing line' to try and catch different fish, the aim is to catch 5 different fish with different numbers. The children will have to recognise the numbers on the fish to be able to get 5 different numbers also they will have to problem solve to know what others numbers they need and also how to catch the fish because of all of the bubbles in the water. The numbers on the fish will be 1-20 and there will be lots of fish so that the child have enough fish to catch. The staff at the activity will be asking the children lots of open-ended questions and also ask the children who can to order their fish by numbers and if they need help to do this then the staff members can help them because they will also be there to support the children.

Adult Role - The adults Role in this activity will be to support the children to be able to order their fish by number and to help them to catch the fish in the water because they might not have the ~~problem~~ problem solving skills to be able to catch the fish so

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the adults will be there to support them. The staff will be asking the children lots of open ended questions about the activity to help the children to extend their thinking. Also they will be using lots of mathematical language about the numbers and also about size of the fish.

Links to theory- This activity will link to piaget's theory because the ~~children~~^{staff} will have to plan this activity to be age appropriate for all of the children but not to difficult for some of the children or too easy for the children either. This also links to Vygotsky's theory because for this activity the staff will be very involved in asking questions to the children to extend their thinking & also to make sure they they have quality adult interactions and use lots of mathematical language.

Language- any mathematical language (numbers, bigger, smaller, same and different etc.) problem solving language.
Learning outcomes- For this activity I hope that the children will be able to develop their understanding of mathematical concepts and problem solving skills through this activity and the quality of adult interactions during this activity.
 (Total for Activity 3 = 28 marks)

TOTAL FOR TASK = 68 MARKS



Summary

Centres may find it useful to link delivery of this unit with the following units:

Unit 9 Observation, assessment and planning

- A1 The importance of observation and assessment,
- A2 Planning for children's development
- B1 Observation recording methods
- B2 Carry out and record observations of children
- B3 Make accurate assessments of children .

Unit 5 Keeping children safe A2, C2

Unit 6 Children's physical development care and health needs A2

Unit 7 Children's personal social and emotional development A1, C1

Unit 8 Working with parents and others in early years C1

The Key Person Role is identified in:

Unit 7 Children's Personal Social and Emotional Development

- A2 The Key Person approach.

Also links with

Unit 5 Keeping children safe C1

Unit 6 Children's physical development care and health needs A2

Unit 8 Working with parents and others in early years A2, B1

Unit 9 Observation, assessment and planning, A2, C3

Further links for developmental milestones can be found in the following units,

Unit 1 Childrens development

- B1 Physical development
- C1 Theoretical Approaches
- D1 The self, others and place in the world

Plus links with

Unit 9 Observation, assessment and planning A1, B3

Links with

Unit 14 Montessori Approached in early Years A2, B1

Unit 19 Digital Technologies In early years Practice A1, B1, C1

Further Support for planning activities can be found in:

Unit 11 The Early Years Foundation Stage

- B1 Learning and Development Requirements
- B2 Assessment Requirements
- D1 Support Children's Learning and Development Towards the Early Learning Goals

Also links with

Unit 3 Play and Learning B3

Unit 6 Children's Physical Development Care and Health Needs B1

Unit 9 Observation, Assessment and Planning A2, C1, C2, C3

Unit 12 Children's Development Outdoors A2, B1, B2, C1, C2

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