

Cambridge **NATIONALS LEVEL 1/2**



# ***CHILD DEVELOPMENT***

**Exemplar candidate work with commentary**

**Unit R020 – Understand the development of a child  
from birth to five years**

**Version 1**



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# INTRODUCTION

This is a guide for teachers so that you can see how we would mark work. Cambridge Nationals are designed to give the learners a project and let them create the work.

The guide contains exemplar candidate work for this unit and covers all selected learning outcomes (LOs), graded at a MB1 and MB2. Suitable MB3 graded candidate work, once sourced, will feature in a later edition of this resource.

The accompanying commentary explains why each piece of work was awarded that grade. Additional guidance has been added to suggest improvements that could be made in order to achieve a higher grade.

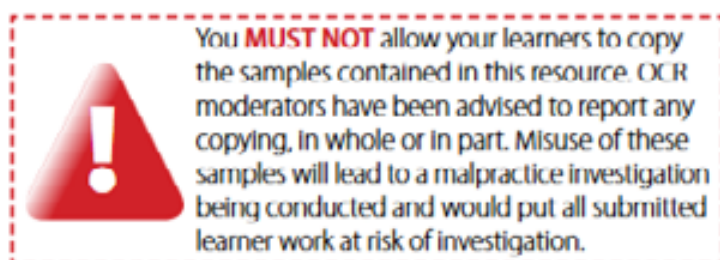
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Link to qualification:

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/>

## OCR-set Assignment (version 1 September 2015)



# LO1 – UNDERSTAND THE PHYSICAL, INTELLECTUAL AND SOCIAL DEVELOPMENT NORMS FROM BIRTH TO FIVE YEARS

Exemplar candidate work – graded MB1

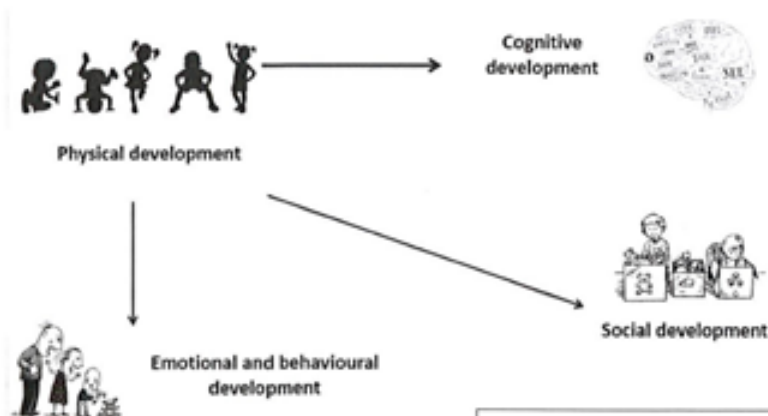
## Child Development Hand Out: Physical, Social and Intellectual Development. (New born to 5 years)

### Key terms for a new born to 5 months:

- Rooting reflex- when the baby is touched on the cheek, it turns towards the touch looking for the nipple or hand.
- Grasping reflex- the baby grasps anything put in its hand.
- Startle reflex- loud noises or bright lights startle the baby, causing it to clench its fists and bend arms.
- Moro/ falling reflex- sudden movements make the baby think it's being dropped; it throws it's arms out then brings them together.
- Stepping reflex- when the bay is held upright over a flat surface and makes walking movements. This reflex disappears at around 6 weeks.

Physical development: how babies and young children gain control of their bodies, but it also includes how children learn about keeping themselves active and healthy and how they learn to use equipment and materials successfully and safely.

Cognitive/ intellectual development: Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.



Emotional and behavioural development: A child's growing ability to regulate and control emotions and to form secure relationships.

Social development: Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community.



### Characteristics of child development: all ages)

#### A child's cognitive development:

- Adults need to talk and interact with children in order to aid their cognitive development.
- Children need a wide range of opportunities and experiences to stimulate their memories, thoughts and problem solving.
- Children who do not have adults supporting their cognitive development may lead to them not doing so well at school.
- Adults can support cognitive development through playing games that can help their memory, for example, Kim's game or 'pairs'. They can also encourage children's imaginative skills through providing dressing-up props or small world toys such as farm animals, and through the use of puppets.

#### Communication & language development:

- This development as it helps children to play and enjoy being with others. It is also linked to children's behaviour. If children do not have opportunities for communication and language development, their speech is likely to be delayed. When they start school they will then find it harder to learn to read and write.

- Writing will begin as mark making – where children use crayons, paints and water to make a mark on a piece of paper.
- To start off with this will look like scribble – but this is a very important stage.
- It is good practice to role model the writing of the child's name.
- You can then develop this into: 'Scarlett you have an S in your name, what else has an s?'

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Nurseys and stories: This will help children to hear words and sentences, that, later on they will be able to use. Other language activities, such as 'show and tell', are often used with children who are talking well, as this helps them to use language to explain and describe.

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Remember:

When children have adults who spend time reading to them they are more likely to learn how to read quickly. These language activities are also used to encourage children to speak, as adults usually ask questions such as 'what do you think will happen next?'

Intellectual development is the measure of how individuals learn to think and reason for themselves in relation to the world around them. ... The process continues through all of children's lives, as they go to school, form intellectual relationships with others and learn new skills. Keep Learning.



**Key terms in development:**

- Perception – the ability to become aware of something by using the senses.
- Self-concept – how we view ourselves.
- Self-esteem – how much we value ourselves.
- Role models – people from whom children copy skills and attitudes.

**Introducing routines:** It is hard for children not to be with their parents. Therefore, it is important that children have a key worker and clear routines so that the children know what and when to expect changes throughout their day. This promotes emotional security.

**Key terms:**

- Emotional security – a feeling of being cared about.
- Proximity – the nearness or close physical distance between the adult and the child
- Transitions – long – or short term changes that affect the child's life, for example, starting pre-school or changing carer.

**Babies (0 – 1 Months)**

- baby is adjusting to life outside the womb
- Crying is a normal
- Needs to feel calm, safe and have a routine

**2 – 3 Months**

- Showing a wide variety of feelings and expresses emotions through smiles frowns, body movements, gurgling and cooing
- Comforted by being fed and cuddled
- Recognises familiar people and likes to smile at them.

**4 – 6 Months**

- Beginning to show fear around unknown people
- Able to laugh and make happy sounds
- Calmed when picked up and on hearing familiar voice

**6 – 12 Months**

- Strong reaction to strangers and clings to parent.
- May start to resist when not happy to do something
- Enjoys attention
- May soothe him/herself with familiar toy or thumb sucking.

**12 – 18 Months**

- Beginning to show negative emotions and may resist naps, refuse some foods and may have tantrums
- Begins to understand turn taking games
- Needs comfort and reassurance from parents/carers
- Afraid of being apart from carer and cry when they see carer leave.

**Five Years**

- Becoming more independent and can be serious and realistic at times
- Demonstrates anger by slamming doors and stamping of feet and verbally by saying 'I hate you'.
- Friendly & talkative to strangers
- Protective and kind towards parents, younger child or pet

**Two Years**

- Shows extreme behaviour - dependent/interdependent, very aggressive/calm, and helpful/stubborn.
- Gets angry when stopped doing something that is unsafe
- Temper tantrums are common and tends to cry, scream, kick, bite and can be rough with other children
- Needs parent/teacher/carers to tell him what is right and wrong
- Easily distracted because of short attention span
- Has little concept of sharing – plays alone alongside other children
- Likes routine and any changes are upsetting
- Beginning to show feelings of sympathy, pity and pride and aware of praise and smile
- Becoming more independent
- Afraid of noises, trains, thunder and flushing toilets. Separation from parent, especially at bedtime is still frightening

**Four Years**

- Enjoys jokes and silly games and loves showing off
- Play still very important
- Can still demonstrate stubbornness, aggression, kicking, biting and blaming others for their naughtiness especially older siblings
- A sense of past/future developing
- May compete with parent of same sex for attention of parent of opposite sex

**Three Years**

- Play is the main activity of this stage and is important in the development of identity and confidence
- Demonstrates a balance of happiness and contentment
- Vivid imagination and can have imaginary friends
- Ability to bargain but not to reason
- Distraction techniques still work
- Less frustrated and angry
- Fear of dark remains and may have fear of moving objects and fear of being abandoned by parent

L+



## Commentary

The candidate has attempted to outline some aspects of physical, emotional and intellectual developmental norms. Simple bullet pointed and tabulated charts contain the information which lacks structure and a clear understanding of specific norms related to an age range. Some elements have been taken from the internet. Page 7 only links norms to specific age ranges. Evidence is of a basic level and meets Mark Band 1 criteria.

To achieve Mark Band 2 the candidate should have explained each of the three areas of developmental norms from birth to five years in greater depth. This could have been in a more detailed tabulated format or a booklet. An explanation of the developmental norms from birth to five years should be linked to different age stages, for example; birth to 1 month, 2 to 3 months, 4 to 5 months, 6 to 9 months, 9 to 12 months, 15 months, 18 months, 2 years, 3 years, 4 years and 5 years.

It is recommended that this Learning Objective is not undertaken as a PowerPoint presentation as candidates are required to present their work in Learning Objective 2 (Task 2 in the OCR set-assignment) as a type of presentation.

It is important that candidates used their own words and that the material created is user friendly for volunteers working at the crèche to use.

Best practice would have been to use the headings found in the specification on page 27 to ensure all areas are full covered. For example:

- Physical – gross and fine motor skills with examples
- Intellectual – language, reading and writing, communication, number skills, all supported with appropriate examples
- Social - communicating, acceptable behaviour, sharing, independence with examples.

Resources that support this topic are Cambridge Nationals in Child Development by Miranda Walker pages 138 and 139. OCR Child Development for GCSE by Carolyn Meggitt pages 113 to 117. Both text books are published by Hodder Education.



## LO2 – UNDERSTAND THE BENEFITS OF LEARNING THROUGH PLAY

Exemplar candidate work – graded MB1

### Learning through play....

- Play is one of the main ways in which children learn. It helps to build self worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it's fun, children often become very absorbed in what they are doing. In turn, this helps them develop the ability to concentrate. Providing children with a range of playthings will help them learn in a number of ways as you would see on the previous slide.



### Development in play....

- Playing ball games, dancing, running, climbing all help to develop body movement, strength, flexibility and co-ordination skills.
- Playing with dough, drawing and painting pictures, dressing up, playing with dolls can encourage creativity, imagination and expression of feelings.
- Sand and water play can be an early introduction to science and maths, e.g. learning that water is fluid, not solid, and that it can be measured in different sized containers.
- Building blocks, jigsaws and shape sorters can help with recognising different shapes and sizes, putting things in order and developing logic.



## Dramatic play/ Imagination....

- Dramatic play is essential to a child's social (or emotional) development and can play a large part in their physical development too. Children make sense of the world in which they live by acting out situations before they happen and by copying what they see around them. Pretend (or dramatic) play contributes to a child's emotional development as they learn to see life from a different viewpoint and allows them to 'trial' situations before they happen.
- Most children are naturally imaginative and will happily talk away to someone on their toy phone or drive the sofa to the shops, and this creativity should be actively encouraged! This type of play also develops children's imaginations which are closely linked to intellectual development.



## Types of Play....



- Symbolic Play – play which allows control, gradual exploration and increased understanding without the risk of being out of depth.
- Rough and Tumble Play – close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength. Discovering physical flexibility and the exhilaration of display.
- Social-dramatic Play – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature.
- Social Play – play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended.
- Creative Play – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. Allows children to design, explore, try out new ideas and use their imagination.
- Communication Play – play using words, nuances or gestures e.g. mime / charades, jokes, play acting, mickey taking, singing, whispering, pointing, debate, street slang, poetry, text messages, talking on mobiles / emails/ internet, skipping games, group and ball games.

## Types of play....



- Dramatic Play – play which dramatizes events in which the child is not a direct participator.
- Locomotor Play – movement in any or every direction for its own sake. E.g. chase, tag, hide and seek, tree climbing.
- Deep Play – play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear.
- Exploratory Play – play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects.
- Fantasy Play – This is the make believe world of children. This type of play is where the child's imagination gets to run wild. Play, which rearranges the world in the child's way, a way that is unlikely to occur.
- Imaginative Play – play where the conventional rules, which govern the physical world, do not apply.
- Mastery Play – control of the physical and affective ingredients of the environments.

## Types of play....

- Object Play – play which uses infinite and interesting sequences of hand-eye manipulations and movements.
- Role Play – play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature. For example brushing with a broom, dialling with a telephone, driving a car.
- Recapitulative Play – play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages.





## Forms of play....

- Solitary Play- Babies usually like to spend much of their time playing on their own. They are exploring all aspects of their environment from the sound of their own voice and the feel of their own body parts to those of others. They want to gaze upon, grab, suck and rattle any object that comes their way.
- Parallel Play- From the age of two to about three, children move to playing alongside other children without much interaction with each other. They may be engaged in similar activities or totally different activities but they like being around others their own age



## Forms of play....



- Group Play- By the age of three, children are ready for preschool. They are potty trained, able to communicate and socialize with others. They are able to share ideas and toys.
- Through interactive play they begin to learn social skills such as sharing and taking turns. They also develop the ability to collaborate on the "theme" of the play activity. The children not adults should institute play themes and structure. Adults should only intervene when children exhibit the need for coaching on social and problem solving skills.
- Finally, children also like to play with adults. This can be one to one or in a group. It is important that parents spend time playing with their children. As it is fun. Let the kids set the pace and become a part of their world. No need to teach or preach, just enjoy the experience.



## Remember....

- It's important that learning is fun at this age. It needs to be about doing things with them that they like. They might find unusual ways of doing things - for a toddler, building blocks aren't just for making towers, and paint can be used without a brush! Show them how things work, but if they want to experiment, let them.
- Don't push your child too hard. Children develop in their own ways and in their own time. Try not to compare them to other children. You can also encourage reading, by reading to and with them. Look at the pictures together; this will help younger children make sense of the words.

### Commentary

The candidate has correctly provided the information of the benefits of learning through play with a presentation PowerPoint. (See page 9 of OCR set-assignment). Many types of play taken from page 27 of the specification have been produced. A few examples support the work.

The presentation continues by highlighting some of the benefits of play. The level of work is considered appropriate for top of Mark Band 1.

Work could have been developed to gain Mark Band 2 with a more detailed explanation across the whole age range and on how play can help the learning process through differing aspects of play.

## LO3 – BE ABLE TO PLAN DIFFERENT PLAY ACTIVITIES FOR A CHOSEN DEVELOPMENTAL AREA WITH A CHILD FROM BIRTH TO FIVE YEARS






Exemplar candidate work – graded MB2

### Child Development:

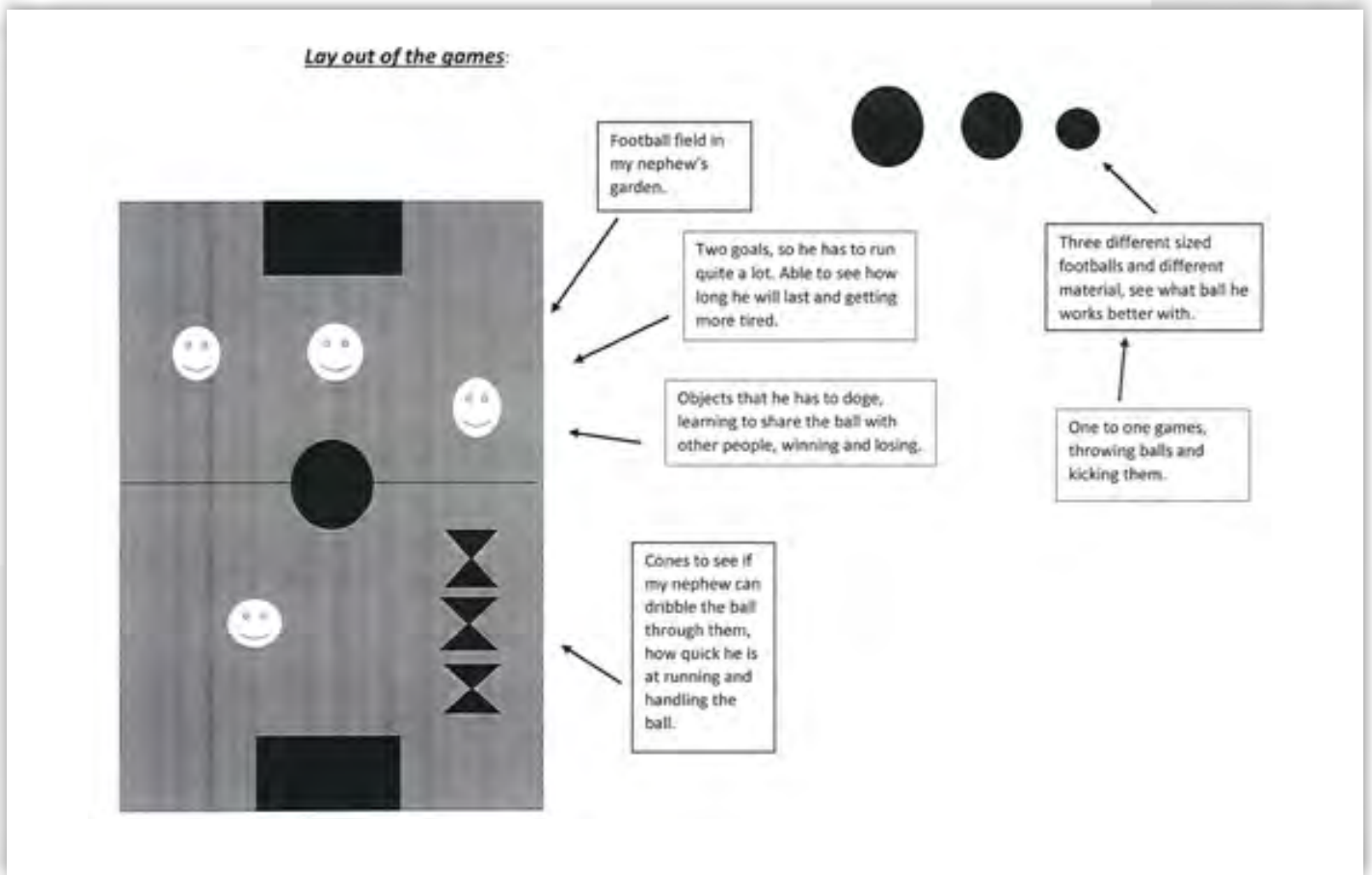


<u>Age of child:</u>	5 years old
<u>School child goes too:</u>	Grafton primary school
<u>Family members:</u>	Mum, dad, and two older sisters ages 8 and 21.
<u>Living:</u>	House, Dagenham
<u>Likes:</u>	Football, cars, running, sleeping.
<u>Dislikes:</u>	Vegetables.
<u>General behaviour:</u>	Well behaved outside the house and in school, but when too excited will start to mess around.

ANECDOTAL	This is a written narrative that tells the story as it happens. Observations can be of planned activities, but spontaneous observations can show surprising things about a child's development that might never be seen.
SCHEDULES	It is helpful to research the area of development before observing. A pre-planned development checklist helps to focus the observation, but can be limited unless individual details are recorded.
TARGET CHILD	A series of observations to give a picture of an individual child's holistic development. A baby will change rapidly during your time in placement and a longitudinal study of a child's development over several months is fascinating.
CHARTS AND PICTOGRAMS	Charts and pictures can present observation data in colourful ways to make your portfolio appear more interesting
VIDEO TAPE RECORDING	Advantages- Records all the details that can be seen and heard by the camera. This is helpful to record planned activities in one area of a room. Disadvantages-Requires special equipment and knowledge to use it effectively. Lighting and background noise can affect the recording. Children may be inhibited, move away or play to the camera.
WRITING	Convenient and requires no special equipment except a notebook and pen. Disadvantage-Things may happen too quickly to accurately record every detail.

Games:	How they help a child's physical development:
	This game helps the child communicate with other children and enables them to be in unison so that the game can work. This game is for a mixture of ages and can be transformed into playing many other games with the parachute.
	This game is helping the child improve their multitasking skills as well as their understanding for not being able to win at everything, this also helps the child cheer on and support his or her friends who are playing this game.
	The tug of war game is a good way for kids to work on their competitive skills that allows them to work as a team as well as being a leader if needed, they know how they can communicate with the team members so that they have a better chance of winning as well as it being a good way for the kids to have fun and make new friends.
	Dodge ball is a good game for kids to improve their hand and eye co-ordination as well as help improve their team-working skills.
	Having a walker for a toddler enables them to hold onto something and help their physical development for their walking/ legs so that they don't fall over and can also have fun while standing and learning to walk.

<b>MATERIALS</b>	<b>Reasons</b>
<b>The development area chosen:</b>	Physical development.
<b>Aims:</b>	The aim of observing my nephew is to see how he behaves with the situation/game I put him in, if he is able to get involved, how well he can understand the game and if he is able to last a long time playing/doing the game.
<b>Types of activities chosen:</b>	I have chosen football for my nephew but with a mixture of games added into it, so being able to catch the ball when being kicked, able to kick the ball into the goal numerous times, what foot he is better on, if he is able to kick three different types of balls into the goal that may either be soft, hard or different sizes each.
<b>Reasons for my choice:</b>	I have chosen this activity for my observation because it's something I know my nephew likes playing/doing and I know he will have a good attention span so I am able to get a mixture/good amount of information about his physical development and his behaviour while playing football.
<b>Safety considerations:</b>	The safety that I must consider is if there are any sharp objects such as rocks or sticks that may hurt my nephew if he was to fall over. Another safety aspect I must look at is the power I was to kick the ball so that it doesn't hurt him or break anything around him. Also making sure that the balls are the right size/weight for him so that they don't hurt him if he cannot catch it or if he hurts his foot.
<b>Timescale:</b>	The timescale while being with my nephew would range from half an hour to over an hour; this is a positive thing as he likes football and loves to be outside running around. This also helps me because I can see if he does get tired how he changes in his performance in playing football.
<b>Resources:</b>	My resources would range from three different footballs, a goal, enough space for him to be running around and cones so he has a certain amount of space to be in so it makes it harder.
<b>Method of observation and recording:</b>	My method of observation on my nephew will be writing notes and a couple of videos so I can have physical evidence on his behaviour and able to look back at it and see his behaviour/facial expressions. <b>ANECDOTAL:</b> This is a written narrative that tells the story as it happens. Observations can be of planned activities but spontaneous observations can show surprising things about a child's development that might never be seen. <b>VIDEO TAPE RECORDING:</b> A tablet/lpad set up and or operated by another adult that is with me, having them record specific parts that would help improve my observation. By doing this I can then compare my notes to recordings and see how I can change parts if they don't match up. My reason for using these methods is that I have copies of the observation as well as being able to interact with my nephew and not just stand and watch.



## Commentary

The candidate had attempted to address all aspects required as listed in the set OCR assignment and assessment grid. A 'best fit' has been taken when matching the quality of response to the assessment criteria. Evidence produced overall just tips into Mark Band 2 award, even though there are elements Mark Band 1.

The candidate has set out the aims, activities chosen, reasons, safety considerations, timescales, resources and methods of observing and recording, all in a table on page 18.

This evidence would sit just into Mark Band 2. However, it is not clear that initial visit has been planned carried out and used, and information on the child being observed is very limited (page 14). In consequence the candidate has not used the initial visit to inform their planning of the play activities. Mark Band 1.

It is important that candidates prepare and carry out one initial visit on the child that they are going to observe. They can then plan, carrying out and observe two play activities that are specifically tailored to their needs. Clear use of the initial visit must be used to inform planning of play activities for marks to be allocated to Mark Band 2.

Candidates should make some reference to the initial visit.

Each of the bullet points found on the Unit Recording Sheet listed below must be described for Mark Band 2 award. These are:

- aims
- types of activities chosen
- reasons for choice stating how relevant are the choices to the development area selected
- safety considerations
- time scale, activities could be undertaken one after the other or at two separate times. It is not expected that activities should be an hour in length, 10 to 15 mins is sufficient in many cases.
- Resources.

There is an outline of the different methods of observation and recording with some discussion which met Mark Band 1 criteria.

To gain Mark Band 2 methods of observation could form one or two of the following; naturalistic, event sampling, snapshot, participative or non-participative depending on what activities have been planned. Methods of recording could take the tabulated charts, diary, child's work, photographic evidence.

Candidates must draw upon relevant skills/knowledge/understanding from the examined Unit 18. Candidates could use the following elements from the R018 specification to apply to their work for example, LO3 the need for acceptable behaviour and LO5 child safety. This is not included in this exemplar.



# LO4 – BE ABLE TO CARRY OUT AND EVALUATE DIFFERENT PLAY ACTIVITIES FOR A CHOSEN DEVELOPMENTAL AREA WITH A CHILD FROM BIRTH TO FIVE YEARS

## Exemplar candidate work – graded MB2

<b>MATERIALS</b>	<b>Reasons</b>
<b>The development area chosen:</b>	Intellectual development.
<b>Aims:</b>	To see how well my nephew can match cards, how well he is at it as realising the same or different cards without any help, and if he is able to start understanding that he can't always win.
<b>Types of activities chosen:</b>	I have chosen cards as it's a good activity that my nephew likes to play, especially if it's with football or animal cards.
<b>Reasons for my choice:</b>	I have chosen this activity as it helps my nephew improve a load of his development skills that he may need while at school, this is also a good game as I can join in with the game and know that if I join in the better I get to understand if he likes winning and how the game is going for him as a whole.
<b>Safety considerations:</b>	There isn't many safety aspects to look at for this game apart from making sure the cards don't have sharp edges that he could cut himself on.
<b>Timescale:</b>	The timescale will depend on how long the game itself lasts as my nephew enjoys this type of game/activity it would actually be harder for me to stop playing with him. The only way I believe I can put a time scale on the game is if I do it before he goes to bed and that's his set routine.
<b>Resources:</b>	The resources I need for this activity is a 2-3 pack of cards for my nephew to choose from, I'll pick animal and football ones as they are his favourite, the other resources I need are just a table, a camera, my writing equipment and my nephew.
<b>Method of observation and recording:</b>	My method of observation is going to be video recording, I am picking this way of observation because it's a better way of getting physical evidence for my course work this is also a good way of observation because I am able to join in and the Ipad / camera will already be set up, I can also have someone take some notes for me. This way I have a mixture of evidence and can change parts in the video if need be and on my notes.

### How did I introduce the activity to the child?

When introducing the activity to my nephew I spoke to him in a polite and kind manner, I was making sure he listened to me and knew what we were going to do, I started off by asking him to get all the equipment needed for our first activity then I told what are to stand in, he listened and done as he was told straight away. After finishing the first activity we then went inside and set up the second activity, we sat down at the table and played two games of cards one game with me playing and the second game with me watching so I can write down and evaluate him.

<b><u>Norms of development for a 5 year old:</u></b>	<b><u>Developmental norms:</u></b>
<b><u>Physical: (this is one of the activities I picked)</u></b>	Can use swings, slide, climbing frames, play ball games, sense of balance, fine motor skills, can draw a person with a head, body, legs, mouth, nose and eyes, can also hop, has good control of pens and pencils (tripod grip) and can copy squares and triangles.
<b><u>Social:</u></b>	The personality has developed, they make friends is interested in having friends, learn to negotiate, become good at pretend games, they can behave at meal times, can take turns, may argue and become aggressive, also start to become concerned if someone is hurt or upset.
<b><u>Intellectual: ( this one is one of the activities I picked)</u></b>	Include detail in drawings, the house may have windows, roof, curtains and a chimney, they can read their own name and usually write it. They like to make jokes sing to songs and rhymes, they show interest in reading and writing they can also say / express feelings and ideas.

**Observation sheet: Date:2/04/17 Childs name: Participant or non-participant**

**Games given to the child: Playing cards and football**

**1) How was my child's attention towards the activities being given to them?**

Callum was very happy when he was given the playing cards, he was able to keep attention on the cards for 25 minutes which was the amount of time we played two games with the plying cards and him winning both games. When playing with the football & cards he was having fun, he was making clear matches of the cards and see that they matched.

**2) Were the activities chosen appropriate for the child? Could it be improved, if so why?**

The activities given to Callum were very good for him, he was able to keep attention for both activities for a very good amount of time. He showed how he was liking the games, having a smile on his face and saying phrases such as 'this is a fun game' or 'can we do it again' showing that he enjoyed the games, a way to improve may be getting another game that involves man people so that he has to learn team working skills.

**3) Were there any disadvantages to doing the observation this way or problems with the child?**

There weren't any issues of doing the observation as a participant & non-participant, I was able to join in, and understand how he is thinking about what cards went well together or matched he was showing me clearly what cards he believed matched, proving he is well developed about knowing his matching skills and noticing a card similar to his when playing pairs.

**4) Phrases and statement the child made:**

'this is a fun game' - Proving he liked playing pairs.

'Can we play with the cards again'? - Wanting to play with me again/ liking the game.

'am I allowed to mix the colours'? – Asking if something is okay to do when unsure of if right or wrong.

'what is your favourite animal'? – Asking and showing interest in what cards I am using and showing that he wants to know more about me not just to play a game showing that he is developed in communicating with people older than her and understanding how to share.

**5) Do you believe that your child of observation gained any knowledge/ experience in doing these activities, if not why/ how can you change that?**

I think Callie showed the signs of gaining knowledge when mixing the colours and understanding that they can be taken apart again and not just left in one ball. She showed that asking permission meant she could continue to do what she is doing with the doe, showing that she liked a game and making sure she knew the card I had put down was one either the same colour or shape as her own cards.

## Commentary

The candidate had carried out both play activities. This included; physical development with a game of football and then a card game. Appropriate records for the observations were produced. Each activity is explained and supported with written comments. The observation sheet has five 5 questions that the candidate has answered. Pre-set or class set questions should be avoided; candidates should design their own records.

The candidate has provided a sound explanation with comparisons to expected norms produced in tabulated format. It must be noted that writing frames are not permitted and candidates should always design their own charts and tables to present aspects of their work if they wish to present evidence in a tabulated type of format.

Best fit assessment places this evidence just into Mark Band 2.

To move to the top of Mark Band 2, records should be further developed and provide a comprehensive record for both observations. Comparisons to expected norms should include further reasoning and a wide range of examples should support the comparisons.

The candidate has not attempted evaluation. However, 1 mark has been awarded which relates to the spelling, punctuation and grammar.

To access Mark Band 2 candidates must refer to both the plan and activities undertaken. The evaluation should be sound which includes some relevant suggestions for improvements. Candidates should draw their work together with a conclusion that explains whether the aims were met. Errors in spelling, punctuation and grammar should be limited.

Candidates should provide any sources of information used; best practice recommends that they are added throughout the body of the text. However, a bibliography can also be included. Both are not required.

A best fit approach has been applied, with most of the Mark Band 1 criteria being met and some elements of mark Band 2 as outlined. Overall grade is a Pass Level 1.

# LO1 – UNDERSTAND THE PHYSICAL, INTELLECTUAL AND SOCIAL DEVELOPMENT NORMS FROM BIRTH TO FIVE YEARS

Exemplar candidate work – graded MB2

## R020- Understanding the development of a child.

Birth- Five years  
Task 1

### Developmental norms

The next few slides will highlight the expected developmental norms of both infants (0-2years), and children up to the age of five.

The norms are just a recommended guideline. It is important to remember that all children grow and develop at different stages and this is completely normal.

**Gross motor skills** refer to the movement of arms and legs in large movements! In physical developmental norms these will be highlighted in purple.

**Fine motor skills** are involved in smaller movements with fingers toes etc. These will be highlighted in green.



## Infancy 0-3 years Physical norms

Average age	Gross motor milestones	Fine motor milestones
6 months	Rolls over can sit if supported.	Reaches out for objects, put objects in mouth.
9 months	Crawls, sits without help, can pull up to standing position, can stand whilst holding furniture.	Pokes objects with a finger, picks things up using finger and thumb
1 year	Stands without help, can walk with help.	Points to things.
15 months	Walks without help, crawls upstairs	Picks up small objects with a pincer grip.
18 months	Walks upstairs, climbs on chairs.	Scribbles, turns pages of books.
2 years	Runs, kicks a ball.	Eat with spoons, can turn door knobs
3 years	Can dress and undress themselves	Thread small beads, uses a pencil gripped between thumb and first two fingers.

*fantastic table*

## Infancy 0-3 Intellectual norms

In the life stage infancy the most important learning takes place. The infant learns but without being taught. Some of this learning comes from copying people. E.G The language they hear spoken.

Some language skills include:

- Naming objects
- Asking questions
- Speaking short sentences.
- Following simple commands.

Some thinking skills that are gained include:

- Shape concepts- recognising simple shapes
- number concepts- Counting
- Colour concepts- Recognising colours.

## Infancy 0-3 years Social norms

Infants in the first few months like to look at faces and pictures, this is the beginning of social development. It is at six weeks that an infant will start to smile back at faces.

Infants begin to develop attachments and can become upset when they feel someone who they have attached too has left them.

In this stage infants usually play by themselves with no problems as long as they feel safe that a familiar person is nearby.

Towards the end of this stage infants become interested in other children and may start to play and socialise with others.



## Physical development 3-5

- **Gross motor skills**

Children develop better coordination and mobility skills, these include:

- Jumping
- Hopping
- Climbing
- Skipping

- **Fine motor skills**

Children have more control of small movements. These can include:

- Holding a pencil
- Drawing
- Using scissors
- Drawing shapes.

# Intellectual development

## 3-5

- A lot of children's intellectual development is encouraged through play. In childhood children become very curious and will often ask questions.
- Language development continues, and there vocabulary increases, using lots of new words with more complicated sentences.
- Children begin to read and write, and there memory improves.
- Children learn simple rules of sports and board games, this can also include computers and other electronic devises.

# Social development 3-5

- Between the ages of 3 and 5 new social skills develop within children. These include:
- Sharing
- Turn taking
- Manners

During this stage parents and main care givers are still the most important people in the child's social world. Although attachment is starting to lessen slightly.

Between the ages of 3 and 5 friendships start to develop. Children begin to have friends that they prefer and like more. These friendships can quickly change.

## Commentary

The candidate has explained most of the developmental norms through a PowerPoint presentation. The age range has been covered in two sections 0 to 3 years and 3 to 5 years of age. Physical, intellectual and social development has been included. Evidence is tabulated at the beginning and later in the portfolio as short sentences. The depth and detail provided illustrates mark band 2 work.

To achieve mark band three the candidate should have addressed each of the three areas of developmental norms from birth to five years in greater depth. This could have been in a more detailed tabulated format or a leaflet. It is recommended that this Learning Objective is not undertaken as PowerPoint presentations as candidates are required to present their work in Learning Objective 2 (Task 2 in the OCR set-assignment) as a type of presentation. It is important that candidates use their own words and that the material created is user friendly for volunteers working at the crèche to use.

Best practice would have been to use the headings found in the specification on page 27 to ensure all areas are full covered. For example:

- Physical – gross and fine motor skills with examples.
- Intellectual – language, reading and writing, communication, number skills all supported with appropriate examples.
- Social - communicating, acceptable behaviour, sharing, independence with examples.



## LO2 – UNDERSTAND THE BENEFITS OF LEARNING THROUGH PLAY

Exemplar candidate work – graded MB2

### BENEFITS OF LEARNING THROUGH PLAY

#### MANIPULATIVE PLAY

Manipulative play is a type of play more focusing on fine motor skills with their hands. It mostly involves children doing activities where children fit, screw, order and move things with different types of items to make them fit together. It does help massively with fine motor skills but also helps children with eye hand coordination. It helps children with a range of things such as; Learning how to make decisions, learning about shapes, weights, length, height, size. An adult supporting the activity can support by helping them to make decisions on what they are going to do next, also suggesting what they think would be a good idea. While an adult expressing their ideas they must also let the child explore their own space and own ideas.



## COOPERATIVE PLAY

Cooperative play also referred to as social play is play where the child has to take turns, understand rules and also share certain parts of the game (such as a dice). Cooperative play is activities that include solving a problem by children working together or an adult and a child working together to achieve the same end goal. You can help to encourage cooperative play with things such as educational games or fun activities. Whilst children are playing its important that the supporting adult says things such as; "Please work together!" "Please share!" "Please take turns!" Cooperative play now includes the use of technology, this includes the use of iPads.



## SOLITARY PLAY

Solitary play also known as imagery play is when a child keeps all their focus on there own imagery activity. This can be noticed if a child is in a group of children and this child is uninterested and not aware of what the other children are doing. Imagery play is mostly common in the age range of 2-3 it becomes less noticeable as a child grows older. Children play alone for all types of reasons but a big one is to learn as they might not of learnt how to interact with other children so this is another was of playing whilst also learning what they enjoy. Playing is the first step of a child's play development. This type of play can also involve a child dressing up, or pretending to be someone on their own.





## PHYSICAL PLAY

Physical play helps a child's fine and gross motor skills, this type of play includes things such as ball games, skipping, running, dancing and lots of other physical activities. It allows them to use a lot of energy and also to learn about physical movements they can make. Physical play is not only good for their development it is also very good for their health. Children's doctors say that children from the age of 2-5 they shouldn't be inactive for longer than an hour unless the child is asleep.



## CREATIVE PLAY

Creative play is play for children to express themselves and for a child there is nothing more satisfying and fulfilling than for a child to openly express themselves. As well as self-expression it also helps with manual skills. The type of experience children have at a young age can impact massively and be seen in their creativity. Creative play is things such as; modelling clay/play-doh painting with hands and feet a range of artsy and crafty things. As a supporting adult you must encourage a child to make their own decisions, children should be shown opportunities to create their art.



# BENEFITS OF PLAY

## PHYSICAL DEVELOPMENT THROUGH PLAY

The majority of a child's life is revolved around playing. Playing helps a child's physical development by the child getting stronger and their motor skills developing. Gross motor skills is big movements learning to kick balls, to jump over things a whole range of activities. Fine motor skills is more small movements that are more things to do hand to eye co-ordination, activity's such as dressing dolls or making a train line little fiddly things are mostly fine motor skills. Gross motor skills are both physical developments as they are movements. All a child's physical development is mostly made through play. Play can help increase a child fitness and it is important to encourage physical developmental tasks throughout nursery for this reason.



## INTELLECTUAL DEVELOPMENT THROUGH PLAY

The two main parts of intellectual development are cognitive and language development both of these can be progressed through play. Intellectual development can be progressed by activities such as problem solving games and board games. Children's language development does depend on the child's age and the opportunity's to experiment the use of language but can be introduced into lots of activity's to help a child. For example games like guess who are good for a child's development this is because, the child is having to describe the person which is helping there language. They are then having to listen to the other persons clues this means problem solving figuring out what the other person is describing this part of the game helps cognitive development.

## SOCIAL DEVELOPMENT THROUGH PLAY


Most of the time when playing children are either in a group or are with their parents. The social skills of children very much varies when children have siblings/close family they tend to be much more sociable. A child going to a nursery for the first time with no siblings/ close family and maybe not of interaction with other children will struggle. When playing games with children they should always be social games, so no one feels left out. There is a range of physical and intellectual games that can be played with children that will not only help these factors of development but also social development. When a child goes to primary school its quite important for the child to be social so in nursery's it's a big focus to play a range of games in groups.

More depth needed how play helps socialising

## CREATIVITY DEVELOPMENT THROUGH PLAY

*helps express feelings*

It's very important for children to be creative and be true to themselves. A lot of what children do with art is how they may be feeling or trauma they may have gone through it all reflects on the child. This is what makes it so important for children to do. Children should be given as much art supplies as needed to express themselves and when doing an adult supporting should be giving them visual advice but also not to be too intrusive and let the child be as creative and wild as they want to be. Children from young ages like to do art even babies. All a child's creative development is through practice and doing what they think they want to and learning if they do or don't like a technique they may of tried.



### Commentary

The candidate has correctly provided the information of the benefits of learning through play with a presentation PowerPoint. (See page 9 of OCR set-assignment).

All five types of play taken from page 27 of the specification have been produced. Brief examples support the work. The presentation continues with the benefits of play covering the four listed in the specification.

The level of work is considered appropriate for Mark Band 2. Work could have been developed to gain Mark Band 3 with greater focus and explanation across the whole age range and on how play can help the learning process through differing aspects of play. For example helps socialising and including more specific benefits of learning through creative and social play.

## LO3 – BE ABLE TO PLAN DIFFERENT PLAY ACTIVITIES FOR A CHOSEN DEVELOPMENTAL AREA WITH A CHILD FROM BIRTH TO FIVE YEARS

Exemplar candidate work – graded MB2

### Task 3: Planning different play activities for a chosen developmental area

Developmental area chosen: Physical Development

Child's name changed due to confidentiality reasons

Aims- The aim of the two development activities is to see whether children are functioning at the government recommended norm for their age. However all children are different so if a child is underachieving it does not necessarily mean it is a huge concern, just something we should monitor over time.

I had set up and arranged a visit to the primary school section of my school. Before I went I had spoken to the class teacher about my investigation and had told her that I would like to observe Oscar a boy in her class who I feel I have a nice relationship with. Before the initial study I went to observe Oscar in the classroom to get an idea of his capabilities and what he could do and what he struggled with. I noticed very quickly that he struggled with fine motor skills and needed a lot of help and support of the teaching assistant within the lesson to write and form letters along with many other simple tasks. I decided to continue my study on Oscar and centre it around physical development with two activities. One for gross motor skills and one activity for fine. The class teacher asked if I would like to invite the whole class into my activities that I was going to plan. I agreed to this but explained I would be focussing on Oscar to this she agreed.

Reference to initial obs

#### Types of activity chosen

Gross motor skills

1. Olympics various different physical activities within the sports hall. Group activity called the Olympics to make it fun and appealing. Activities include;
  - Hopping race
  - Musical statues (on one leg)
  - Skipping rope
  - Kicking ball to one another
  - Throwing ball around circle (catching ball)

Fine motor skills

2. Creative drawing exercise. One person activity to assess fine motor skills. Pincer palmer group. Activity to include giving each child a piece of paper and asking them to draw a picture, whilst talking to them and giving visual clues if needed. The overall picture is to look like a house. Children will be told what they are going to be drawing,



if struggling will be given visual clues using a small white board and pen. For example they will be asked to draw a square house with a triangle roof, circle window with a person standing outside the house on a path. They also need to write their name on there work.

*Good activities*

### Reasons for choice

The reasons I have chosen both these activities is because they are perfect for comparing children against developmental norms. Each activity covers both gross and fine motor skills and covers each physical norm for both four and five year olds. The physical norms for both four and five year olds are outlined on the activity sheets shown. As you can see most of these skills are included in the activities so should give a clear indication of if a child is meeting an expected milestone or not. The drawing activity will also give an indication of children's listening ability and skills that might be useful.

### Observe Oscar

#### Physical norms of a fiver year old.

- Stand on one for ten seconds or longer.
- Hop on one foot
- Swings
- Climbs
- May be able to skip.

#### Norms in hand finger skills of a five year old (fine motor skills)

- Copies triangle and other geometrical pattern
- Draws one person with body
- Prints some letters
- Dress and undress without assistance.
- Uses fork, spoon and table knife
- Cares for himself when going to the toilet

#### Physical norms of a four year old

- Hops and stands on one foot for up to five seconds
- Goes upstairs without support



- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backwards with agility

#### Norms in hand finger skills of a four year old (fine motor skills)

- Copies square shapes
- Draws a person with two to four body parts
- Uses scissors
- Draws circles and squares
- Begins to copy capital letters

#### Safety considerations

- Safe environment
- Plenty of room
- Children feel safe
- Correct equipment
- People maintaining children at all times
- Children are wearing correct clothing (things such as trainers)
- If activity is outside make sure it is a safe environment and correct equipment is used; sun cream/ raincoat.

#### Timescale

There isn't really a set timescale. I am not just to judge when observing the children. The Olympics will be the longest activity with 5 activities I expect this not to take no longer than 30 minutes.

The creative drawing activity should take a little less time and I plan on it taking 20 minutes at the most. Might take longer if children want to add colour to their pictures.

#### Resources

Olympics activity:

- Open space
- Skipping rope
- Start/ finish line –cones
- Football

- Small ball
- Small beanbag
- Timer
- Score board

Creative drawing activity:

- Table/chair ( sit properly at desk)
- Pencil
- Pen paper
- Colours
- Dry wipe boards
- White board pens

### Methods of observation

During my observation I will have a tick list which I will be able to use whilst each activity is taking place. I will record my data through snapshot observation. I will have a table with each developmental norm on. I will then start Oscar on a variety of tasks and write a snapshot of the behaviour he presents. This will give me a quick way of clearly seeing which activities the child Oscar can do as well as the activities they struggle with. I will also have photo observation to help remind me of what happened throughout the task.

I am observing Oscar in a naturalistic environment as he is being observed in school. An environment which he feels safe and comfortable. I think this is important for Oscar as he would struggle in a setting which was new to him and this may have knock on effects to the results seen through the activities.

All of the activities will be through participative observation as I will be joining in some activities with Oscar. For example I will be throwing and catching the ball with Oscar to assess and observe how well he can catch and throw overhead. I will also be supporting him throughout the creative writing activity and will be participating in some parts. All of this makes it a participative observation as opposed to a non-participative observation where the observer has no interaction with the person being observed and watches from a distance.

### Methods of recording

- Tick list
- Description table- take notes about what the child can and can not do.
- Photographs
- Children's work

## Commentary

The candidate has attempted to address all aspects required as listed in the set OCR assignment and assessment grid. Evidence produced is worthy of a high Mark Band 2 award. The candidate has set out the aims of both the development activities that are going to be carried out. An initial visit had been planned and carried out to the local school where a child had been identified to observe.

It is important that candidates prepare and carry out one initial visit on the child that they are going to observe. They can then plan, carrying out and observe two play activities that are specifically tailored to their needs. Clear use of the initial visit must be used to inform planning of play activities for marks to be allocated to Mark Band 3. Candidates should clearly refer to the initial visit.

Each of the bullet points found on the Unit Recording Sheet listed below must be explained for Mark Band 3 award. These are:

- aims
- types of activities chosen
- reasons for choice stating how relevant are the choices to the development are selected
- safety considerations
- time scale, activities could be undertaken one after the other or at two separate times. It is not expected that activities should be an hour in length, 10 to 15 minutes is sufficient in many cases.
- Resources.

There is an outline of the different methods of observation and recording with some elements of an explanation.

- methods of observation could form one or two of the following; naturalistic, event sampling, snapshot, participative or non-participative depending on what activities have been planned
- methods of recording could take the form of charts, tick boxes, child's work, photographic evidence. Safeguarding must always be considered and full or front faces of the child should not be included in the work.

The candidate evidence suggests marks awarded to Mark Band 2. There is a clear plan and reference to the initial visit is included. There is an outline of the different methods of observation and recording with some elements of an explanation.

Candidates must draw upon relevant skills/knowledge/understanding from the examined Unit 18. They could use the following elements from the R018 specification to apply to their work. For example, LO3 conditions for development and LO5 child safety. This is not included in this exemplar.

The detail is not sufficiently explained for Mark Band 3, many aspects are bullet pointed and 'list like' and suit the assessment criteria for Mark Band 2.

## LO4 – BE ABLE TO CARRY OUT AND EVALUATE DIFFERENT PLAY ACTIVITIES FOR A CHOSEN DEVELOPMENTAL AREA WITH A CHILD FROM BIRTH TO FIVE YEARS

### Exemplar candidate work – graded MB2

#### Task 4: carrying out different play activities for a chosen developmental area

Child name changed due to confidentiality reasons

Oscar is 5 years old and 7 months.

Yesterday I lead a group activity which we took a group of children within the age range of 4-5. Although I lead the activity I was focusing on Oscar who this study is about. I did two activity's each focusing on physical development in particular fine motor skills and gross motor skills. One was in the sports hall at school which we named "The Olympics". After this we then went back to the children's class room and did a drawing activity.

Olympics (Gross motor skills)-

The activity's we did include:

- Hops on one foot for five seconds
- Goes upstairs without support
- Kicks ball forward
- Throws ball overhand
- Catches bounced ball most of the time
- Moves forward and backwards with agility
- Stands on one foot for 10 seconds or longer (musical statues)
- Hop
- Catch a ball (well)

Firstly we set up the sports hall. We put cones out which were about a meter apart from each other, this was for the hopping activity the kicking the ball activity and the musical statues activity. Once this was set up we then got out the fitness steps, this was so we could test how they could get up stairs. Once we had the steps and cones set up we then went on to get out a foot ball and a tennis ball.

After setting up the hall we went and got the children and started the Olympics. We started with the hopping activity and musical statues Oscar did both of these activity's put excelled mostly in the hopping activity which he was more able in. After this we then went on to get the children in a line and kick the ball to me. Oscar could do this a lot of strength and power and was very comfortable and confident whilst doing so. I then went on to get all the children in a circle Oscar next to me and played a range of ball games. I started with bouncing the ball to Oscar which he had to catch and then bounce it to the person to the left of him. Although he could bounce the ball brilliantly catching it he was not excellent at. He could catch it but not with his hand more in-between his arms, the first time he did it he catch it in his arms the second time he did drop it and had to pick it up from the floor, so he was under the milestone for his age. After the bouncing the ball activity I then asked everyone to take two steps back. Oscar took one step backwards but it was more a sideways



backwards step. He could not take two steps back until I took his hand and we took two back together. This means he is not reaching this milestone. We then went on to throwing over arm, which also involves trying to catch a ball (well) , when Oscar first threw the ball he threw it under arm but after a demonstration he then did it and did this very successfully and the person to the left of the him caught the ball easily from the way he threw it. As said above he could not catch a ball well and did drop it.

#### Creative drawing (Fine motor skills)-

The activity's we did include:

- Copies square shapes
- Draws a person with two to four body parts/ with body
- Draws circles and squares
- Begins to copy capital letters
- Copy triangle
- Can write his name

Although we didn't set the classroom up we took with us white boards white board pens and some paper for this activity. We didn't take pencils as they have special pencils to help with their pincer grip.

After the Olympics I then took the children back to the class room and sat next to Oscar. I was then going to ask the children to draw a house, with a person outside the house then to write their name with a capital for the first letter of their name. I started of with asking the children to draw a big square big enough for a house. Oscar did a very small square but then we turned over the page and he did a big one he knew straight away what a square was and did two perfectly. I then asked for the children to do a triangle for a roof. Oscar didn't have a clue what a triangle was and I had to show him on are white board what one was. After this once again he did a very small triangle but then I went on to say it needs to be big for a roof and I drew one of his lines for him he then did the other one. Then I asked him to draw some circle windows on his house he did them but they was very small once again but he knew how to do them. I then asked them to draw a rectangle door, Oscar did not know what a rectangle was but after I showed him one on are white boards he did one that wasn't brilliant. One of the lines are okay the others are quite wonky. Once the house was completed I then asked him to draw a person. He drew a very simple

stick man with a smiley face spikey hair stick legs and stick arms. I then said why don't you draw some hands and he did and seemed really proud of his whole drawing. So he could draw a parson with arms and legs but didn't think to draw hands until he was reminded. After the drawing was completed I made sure to give him lots of positive praise and verbal reassurance. After the drawings were complete, I then asked the children to write their names with a capital letter for the first letter of their name. Oscar knew how to write his name but didn't know what I meant when I asked him to write the first letter of his name as a capital after I drew it on my white board he then copied it perfectly. He did much better on gross motor skills than fine.

Appendix A and Appendix B clearly show the expected norms for a four and five year old with regards to their physical development, gross and fine motor skills.

### Comparing Oscar with physical developmental norms

Gross motor skills- Oscar could hop on one foot for 5 seconds but must have only learnt this skill recently, he could do it but had no confidence in himself to do it and needed a lot of verbal encouragement. He was swaying when trying to do it and was quite slow but did get to me from his start point hopping. He is meeting this four year old norm but only just. The expected norm for a four year old is that they should be able to go upstairs without any aid. Although Oscar could manage to get up and down a few steps he was extremely wobbly and I was concerned he could fall, he didn't. If he had been walking up some stairs I think he would need a lot of support from an adult. When it came to kicking a ball from his cone to me he had a lot of strength and power behind him and exceeded at this gracefully. This means he is meeting this four year old norm. When throwing the ball over hand activity came at first he did throw it under arm. After another demonstration off me he did this easily. So he is meeting this norm for a four year old. When catching a bouncing ball he could not really do this, although he did catch it in-between his arms he did a lot of swaying around to try and catch it. He only caught it once out of the two times we did it, Oscar is not meeting this four year old norm. When playing musical statues Oscar could do this he was swaying a little bit but could do it. I think he had no confidence in himself whilst doing this as he did seem quite anxious but with encouragement he did great. Oscar is meeting the standing on one foot for more than 10 seconds five year old norm. The norm for a 5 year old being able to hop Oscar met. He must have only just learnt how to do this as he didn't seem confident and once again needed lots of vocal encouragement and positive praise. The catching a ball well norm for 5 year olds Oscar is not meeting and needs more practice on this.

Fine motor skills- Oscar did very well following my instruction to draw a square; he immediately knew what one was and did this with ease. He is meeting the copy square shape norm for a four year old. When asked to draw a person next to his house at the end although he could do it. It was in its simplest form, Stick man, stick arms, stick legs, smiley face, spikey hair. When I suggested to him why doesn't he draw hands he liked the idea and did it immediately. He is meeting the norm of a four year old to draw a person with two to four body parts. The drawing circles and squares norm for a four year old is a tricky one as although the square he could do easily I had to repeat the word circle to him multiple times. In the end he did understand without me having to show him one he just needs a lot

of one to one direction. He is meeting this norm. When I asked Oscar to write his name the first letter a capital he didn't know what a capital was and I had to show him on a white board a lower case o and capital O. Oscar so Oscar can copy when shown it on a white board but didn't understand the word capital letter. I personally think this means Oscar isn't meeting this four year old norm of begins to copy capital letters as he didn't even know what one was. When I asked Oscar to draw a triangle roof on his house he didn't know what I was talking about and didn't know what a triangle was, so I did draw it on the white board and when I did he did copy it but it didn't look like a triangle and was very small. After this I then did draw one of the lines and he drew the other one fine. He is not meeting the copy a triangle norm for a five year old. He did draw a stick man at its simplest form but it wasn't great and I had to ask him about if he was going to draw hands or not when mentioned he did. I don't personally think he is meeting the norm draws person with body norm for a five year old. The norm printing letters for a five year old, Oscar is meeting as he can spell his name just unsure on capitals.

### Evaluation

The aims of this child study was to observe a child through physical activity's and assess if they were at the expected norms milestones for their age. I felt that the aims of this were met. Something which I will consider if I was to do this task again would be to change the Olympic activity in the sports hall from a group activity to a one to one basis. I would do this because I felt at times I felt at times Oscar felt distracted from what was being asked of him at times and I think this could have been different if he did not have his peers around him. Also I would change the environment that we did the activity in. I would do this because we were in the sports hall. The sports hall is a big room and is very noisy and can echo this also causes a lot of distractions especially if a child is noise sensitive. Overall I was really happy with the creative drawing activity. Oscar was in his classroom, an environment he felt comfortable in. He listened well at all times and asked for help when he needed it. Because Oscar was in his classroom he had access to all the pens and pencils which he would normally use which was useful because his pencil wax especially made to help him with the pincer grip. Appendix C is the finished picture from the drawing activity.

### Conclusion

Overall I happy with my child study. I feel that I have chosen appropriate activities to observe my child and compare against physical developmental norms of a child of his age. The study has enabled me to learn and understand how a child of Oscar's age should be developing physically and what signs may be if a child is struggling in an area.



## Appendix A

## Photo evidence of Physical development activities



The sports hall all set up, ready for the gross motor skills activity.



This picture shows Oscar hopping towards me, after this we did musical statues.



As seen in this picture you can see Oscar is using the fitness step. This was so we could see if he could step up unaided.





This shows oscar trying to catch the ball. The pupil next to him had overarm thrown it to him.



Oscar had just thrown me the ball in this picture. This was his first go and that's why hes thrown underarm.

## Appendix B



In this picture oscar is drawing his circle windows on a nearly completed house. His special pencil can be seen clearly in this photo.



I can be seen in this picture showing oscar how to draw a rectangle (his door) as he didn't know what one was.



Oscar listening to directions that had been being given.



Me showing Oscar a Capital  
O and a lower case o.



In this I am drawing  
one of the lines for the  
triangle roof.



## Appendix A

Gross motor skills



Fine motor skills

Four year old

Expected physical norms of four year old.	Description of what my child can do. If they meet the norms
Hops and stands on one foot for up to five seconds. ✓	He could just about do it but he was very wobbly.
Goes upstairs without support. ✗	he showed he could do it but he could only do a few until towards the end when he started to wobble.
Kicks ball forward. ✓	Yes easily.
Throws ball over hand ✓	Yes easily.
Catches bounced ball most of the time. ✗ ✗	He Caught it inbetween his arms
Moves forward and backwards with agility ✗	NO when asked to move back he stepped to the side.
Copies square shape. ✓	Yes easily
Draws a person with two to four body parts. ✓	he could do arms and legs but i encouraged him to do hand he then did.
Uses scissors	N/A
Draws circles and squares. —	Squares easily but Circles he did but i had to repeat circles alot.
Begins to copy capital letter —	he didnt know what a capital letter was until show but could do it after being shown

Happew 13

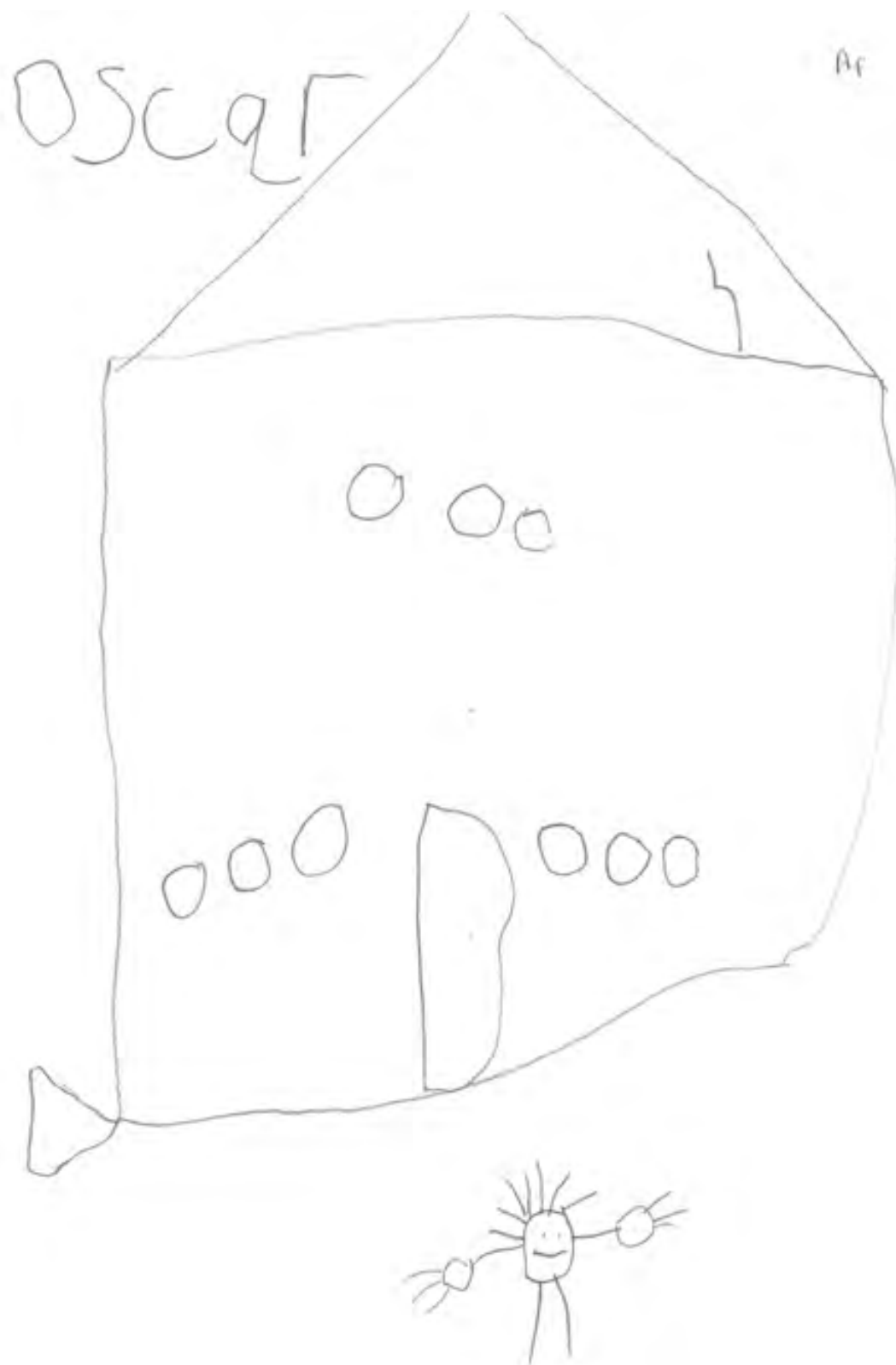
Gross motor skills



Fine motor skills

Five year old

Expected physical norms of five year old.	Description of what my child can do. If they meet the norms
Stands on one foot for ten seconds or longer ✓	Could do it but wasn't very confident.
Hop	He hopped a few hops but <del>wasn't very confident</del> seemed very anxious.
Swing	N/A
Climbs up frame	N/A
May be able to skip	N/A
Catch a ball well	No he had to catch it inbetween his arms
Copy triangle X	No he had to be shown on a white board what one was.
Draws person with body	I had to ask him about if he was going to draw hands he drew stick arms and legs
Prints some letters	He could print letters but with a lot of vocal encouragement
Dresses and undresses without help	N/A
Cares for them selves whilst at the toilet	N/A





## Commentary

The candidate had carried out both play activities which include; physical development with gross motor and fine motor skills. Appropriate records for the observations were produced. Each activity is explained and supported with photographic evidence.

The candidate has provided a sound explanation with comparisons to expected norms produced in tabulated format. It must be noted that writing frames are not permitted and candidates should always design their own charts and tables to present aspects of their work if they wish to present evidence in a tabulated type of format.

Best fit assessment places this evidence firmly in Mark Band 2.

To move into Mark Band 3, records should be further developed and provide a comprehensive record for both observations. Comparisons to expected norms should include further reasoning and a wide range of examples should support the comparisons.

The candidate has completed a sound evaluation with some suggestions for improvements being attempted. The aims have been referred to but are rather brief. Evidence suggest just into Mark Band 2.

To access Mark Band 3 candidates must refer to both the plan and activities undertaken. The evaluation should be thorough, relevant and detailed. Suggestions for any improvements should be clearly justified. Candidate should draw their work together with a conclusion that explains whether their aims were met supported with some justification for comments made. Errors in spelling, punctuation and grammar should be limited.

Candidates should provide any sources of information; best practice recommends that they are added throughout the body of the text. However, a bibliography can also be included. Both are not required.



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