

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development

Practical Evidence Portfolio (PEP)

For qualifications starting first teaching September 2016

- Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development (Early Years Educator)
- Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)

Guidance for learners in obtaining evidence for the Early Years Educator competencies

**This guidance is only applicable for mid-flight learners
certificating in summer 2022**

This portfolio includes the following topics:

- **Form CPLD 1 – Learner assessment of skills and competencies**
- **Form CPLD 2 – Learner self-assessment: meeting the unit assessment criteria**

Form CPLD 1 – Learner assessment of skills and competencies

Skills for work in Early Years settings

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during any placement. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

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Effective relationships with children

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
1 (EYE 1.5, 1.10, 2.8, 2.9)	Promote positive behaviour	Work placement and/or Simulated activity Learners could plan an activity, using the adapted activity plan, which could be used with children aged 5 – 7 years 11 months. The activity could be based on children naming and talking about feelings. For the younger age group, learners could be given a case study/scenario and write a reflection on how they would response to support and promote positive behaviour. For example: You are working in pre-school and observed Toby, aged 4, snatch a small plastic car off Amber and then throws it at her. It would be beneficial for learners to know about behaviour policies in Early Years settings. You could ask local settings for copies of policies or look on their website. Here is an example of a positive behaviour policy: Positive behaviour

2 (EYE 2.6, 2.7)	Support children's interactions	Work placement
3 (EYE 1.5, 1.10, 2.7, 2.9)	Resolve conflict between children	Work placement
4 (EYE 1.10, 2.10, 2.11,)	Support a child with additional needs	Work placement

Skills for work in Early Years Settings

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Professional relationships with adults

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
5 (EYE 6.1)	Work as part of a team showing communication and organisational skills	Work placement and/or Simulated activity Learners could include evidence for this, within the evidence for skill 16, reflecting on how they worked as a team and used organisational skills to complete the wall display. Alternatively, learners could demonstrate communication skills during a professional discussion with a teacher or work placement visitor. The topic for the professional discussion could be based on the key skills required to working in an Early Years setting as part of a team. The professional discussion could be evidence by a recording or video evidence.
6 (EYE 6.1)	*Answer a telephone using a professional manner	Work placement and/or Simulated activity Evidence for this skill could be demonstrated through a role play activity. Learners could be given the role of the EYP responding to a telephone query from a parent. It would be beneficial for learners to be given a scenario to base the role play on, e.g., a parent is requesting information on opening times. Learners can take turns in the role of the parent and role of the EYP. Learners can write a reflective account to record their evidence for this skill.
7 (EYE 1.5, 4.1, 6.2)	Greet parents and other visitors	Work placement and/or Simulated activity Learners could evidence this skill through a professional discussion. They could write a good practice list for greeting parents and visitors in Early Year settings and explain this in a professional discussion with the teacher or work placement visitor.

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Provision of a safe and stimulating environment

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
8 (EYE 5.7, 5.9)	Follow risk management procedures	Work placement and/or Simulated activity Learners could include this skill with evidence from skill 18, they should include how they will follow procedures for managing risk, during an outing. Alternatively, learners could include this skill with evidence from skill 53, to include how they would manage risk when organising the outdoor area.
9 (EYE 5.7, 5.9)	Complete a risk assessment using the documentation of the setting	Work placement and/or Simulated activity Learners could include this skill with evidence from skill 10, completing a risk assessment for the planned outing.
10 (EYE 5.6, 5.9)	Follow hand-washing procedures	Work placement and/or Simulated activity Learners could plan and demonstrate correct handwashing procedures in early years settings. They could video or take photographs of each step in a handwashing procedure, which can then be used as evidence. Alternatively, learners could include the hand washing procedure within their evidence for skills 12 or 13. Learners would benefit from observing correct handwashing procedures, details can be found here: NHS handwashing COVID 19 handwashing

11 (EYE 5.2)	Tidy away activities and resources	Work placement and/or Simulated activity Learners could include this skill with evidence from skills 16 and 17, they could include, in the reflection, how they tidied away resources when creating the wall display.
12 (EYE 1.5, 5.3, 5.9)	*Prepare food/drinks for snack	Work placement and/or Simulated activity Learners could plan a snack time routine for children in an Early Years setting, using the adapted template. (Appendix B) They can then prepare the food/drinks identified in the plan, this can be completed in the centre or at home, photographic evidence of how they have prepared the snack, can be included as evidence of what they have prepared. Alternatively, resources permitting, this could be carried out in the centre, with learners reflecting on how they prepared the snack/drink and teachers providing a witness signature to confirm the learners' evidence. Learners would benefit from knowing what snack are on offer in early years settings. They can research local settings, which often have menus displayed on their websites. Examples can be found here: Snack-time Nursery Snack time Reception NHS start for life

13 (EYE 5.3, 5.9)	*Prepare and serve hot food	Work placement and/or Simulated activity Learners could include this skill with evidence from skill 12, if part of the snack they prepare is hot e.g., toast, crumpets, which are often served as afternoon snacks in a nursery setting. Alternatively, learners could prepare food for younger children e.g., baby food. This could be done in the centre, with learners preparing pre-bought baby food. They can then write a reflection on this, including the procedure they would follow e.g., hygiene, when preparing and serving food to children. Centre resources permitting, learners could prepare and cook simple recipes for younger toddlers. Learners could take photographs of the raw and cooked ingredients and write a reflection on the process. Centre staff would be required to complete a risk assessment for this type of simulated activity: Some ideas can be found here: NHS start for life It is important to remember that learners would not cook food in placement, as anybody preparing food requires a basic food hygiene certificate.
14 (EYE 1.5, 2.6, 5.9)	Interact with children at snack/mealtimes	Work placement

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
15 (EYE 5.3, 5.9)	Clear away after snack/mealtimes	Work placement and/or Simulated activity Learners could include this skill with evidence from skill 12, in the adapted routine planning sheet and reflection evidence. (Appendix B)
16 (EYE 1.5, 2.1, 2.5)	Create a wall display using children's work/photographs	Work placement and/or Simulated activity Centre resources permitting, learners could create a wall display, in small groups, choosing a topic or theme suitable for an Early Years setting. They could then write a reflection on their role and contribution to the wall display. They could include photographs of the completed wall display. They could include evidence on how they communicated and worked with others, to provide evidence for skill 5. Alternatively, learners could create a small-scale mock display. They could add annotations, to explain their ideas. Learners would benefit from seeing a variety of different displays in early years setting, to help them prepare for assessment of this skills. Here are some videos which include displays: Private Nursery Nursery
17 (EYE 5.2)	Keep areas tidy and attractive without needing to be prompted	Work placement and/or Simulated activity Learners could include this skill with evidence from skill 16, they could include, in the reflection, how they tidied up after creating the wall display. Learners could also include this skill with evidence from skill 12, in the adapted routine planning sheet and reflection evidence. (Appendix B)

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
18 (EYE 2.3, 5.7)	*Plan an outing for children	Work placement and/or Simulated activity Learners could plan a virtual outing for young children. They could include a risk assessment, alongside their plans, and therefore cover skills 8 and 9. It would be advised that learners plan an outing that would be typical in an Early Years setting e.g., post office, park, or library. They could be encouraged to look at suitable places, based on their local area. It would be beneficial for learners to research nursery/school policies and EYFS guidance on outings, so they include all the key information in their planning. EYFS framework Risk Assessment Outings Outings Policy You can see children on an outing in this video: Nursery outing
19 (EYE 5.9)	*Use ICT to take photographs, upload and edit them and insert them into documents	Work placement and/or Simulated activity Learners could include this skill with evidence from skills 10 or 12 – using photographs of simulated activities and inserting onto a word document.
20 (EYE 2.1, 4.1, 2.6,)	*Print labels for displays	Work placement and/or Simulated activity

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
		Learners could include this skill with evidence from skill 16.
21 (EYE 5.9)	*Insert text and photographs into documents and reports	Work placement and/or Simulated activity Learners could include this skill with evidence from skills 10 or 12 – using photographs of simulated activities and inserting onto a word document.
22 (EYE 5.1 5.2, 5.5, 5.6, 5.9)	Meet current legal requirements for working in the early years sector with regard to achieving paediatric first aid qualification	

Skills for work in Early Years Settings

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Prepare resources for play and learning

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
23 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Make basic dough and store it to prevent it drying out	Work placement and/or Simulated activity Resources permitting, learners can make basic dough in the centre and take photographs of each step of the process. Alternatively, learners can make dough at home, and take photographs or video the process. There are many simple dough recipes that can be used for this. Here are some examples: Dough No cook playdough
24 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Mix paint	Work placement and/or Simulated activity Resources permitting, learners can mix paint in the centre and take photographs of each step of the process. Learners can either mix powder paint to the correct consistency or mix.
25 (EYE 1.1, 1.9, 2.1, 5.9)	*Make gloop (corn flour and water)	Work placement and/or Simulated activity

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Prepare resources for play and learning

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
Expressive arts and design		Resources permitting, learners can make gloop in the centre and take photographs of each step of the process. Alternatively, learners can make gloop at home, and take photographs or video the process. A useful video on how to make Gloop can be found here Gloop Play
26 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	*Maintain sand	Work placement and/or Simulated activity Learners could include this skill with evidence from skill 27, in the adapted activity planning sheet. They should include evidence to discuss safety considerations when maintaining sand e.g., changing regularly to minimise the spread of infection. Guidance on maintaining sand can be found here: Cleaning the environment

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Set up and maintain interesting and attractive areas/activities

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
27 (EYE 1.1, 1.9, 2.1, 2.7, 5.9) Expressive arts and design/ Mathematics	Sand	Work placement and/or Simulated activity Learners could plan an activity for sand play, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity, using sand. Learners would benefit from ideas from early years settings, to help them prepare for this Virtual tour nursery
28 (EYE 1.1, 1.9, 2.1, 2.7, 5.9) Expressive arts and design/Mathematics	Water	Work placement and/or Simulated activity Learners could plan an activity using water, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity, using water. Learners would benefit from ideas from early years settings, to help them prepare for this Quality learning provision in the EYFS Water play Virtual tour nursery

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Set up and maintain interesting and attractive areas/activities

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
29 (EYE 1.1, 1.9, 2.1, 2.7, 5.9) Understanding the world/ Communication	Role play	Work placement and/or Simulated activity Learners could plan an activity in a role play area, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity, for imaginative play. Alternatively, learners could plan a role play area, which would be suitable to be set up in an early years setting. They could write a plan of the area, and include pictures of resources required Learners would benefit from ideas from early years settings, to help them prepare for this Quality provision in the EYFS Role Play
30 (EYE 1.1, 1.9, 2.1, 5.9) Understanding the world/Physical development	Small world	Work placement and/or Simulated activity Learners could plan an activity for small world play, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity, for imaginative play. Alternatively, learners could plan a small world area, which would be suitable to be set up in an early years setting. They could write a plan of the area, and include pictures of resources required and how they would use this in the setting Learners would benefit from ideas from early years settings, to help them prepare for this Playing with Trains

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
31 (EYE 1.1, 1.9, 2.1, 5.9) Understanding the world/Physical development	Block play	Work placement and/or Simulated activity Learners could plan an activity for block play, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity. Learners would benefit from ideas from early years settings, to help them prepare for this Lego
32 (EYE 1.1, 1.9, 2.1, 5.9) Understanding the world/Physical development	Construction	Work placement and/or Simulated activity Learners could plan an activity using construction, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity. Learners would benefit from ideas from early years settings, to help them prepare for this Block play
33 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Mark-making	Work placement and/or Simulated activity Learners could set up a mark making area, in the centre or at home. They could take pictures of the area and write a reflective account on their choice of resources and why they would support children to make marks. Learners would benefit from ideas from early years settings, to help them prepare for this Mark making Mark making areas
34	Painting	Work placement and/or Simulated activity

Early Years Educator criteria	Evidence (Work placement and/or Simulated activity)
(EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Learners could research different painting activities/techniques used in early years settings. They could provide images from their research and write a reflective account on how they could be used in early years settings. Alternatively, they could research different painting techniques/activities used in early years settings and practise using these hands-on. They could then write a reflective account on how they would be beneficial for children's learning. Examples could include, bubble painting, string painting, finger painting, fingerprint painting. Learners would benefit from ideas from early years settings, to help them prepare for this Painting
35 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Work placement and/or Simulated activity Learners could plan an activity which enables children to use collage materials, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity. Alternatively, subject to centre resources, learners could be provided with collage materials e.g., tissue paper, pom poms, ribbon, and create a collage using the materials provided. They could write a reflective account, based on this experience, showing how this type of activity could be used with young children. Learners would benefit from ideas from early years settings, to help them prepare for this.

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
36 (EYE 1.1, 1.9, 2.1, 5.9) Literacy/ Communication and language	Book area	Work placement and/or Simulated activity Learners could plan a tabletop book areas, researching books that would be suitable for children of different ages. They could provide images of their chosen books and give reasons for their choices.
37 (EYE 1.1, 1.9, 2.1, 5.9) Expressive arts and design	Dough	Work placement and/or Simulated activity Learners could link the evidence for this with skill 23. Once they have made the dough, they could then set up for a dough activity, in the centre. They could write a reflection on how this would support children's learning. Learners would benefit from ideas from early years settings, to help them prepare for this Playdough Playdough mats
38 (EYE 1.1, 1.9, 2.1, 5.9) Physical development/ Mathematics	Tabletop activities, e.g., jigsaws	Work placement and/or Simulated activity Learners could make a simple puzzle that could be used by children. There are templates available, which could be used for this simulated activity. Learners would benefit from ideas from early years settings, to help them prepare for this Puzzles

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
39 (EYE 1.1, 1.9, 2.1, 5.9) Physical development	Physical play	Work placement and/or Simulated activity Learners could plan an activity to support physical play, using the adapted activity planning sheet. Learners could identify and age range and plan a suitable activity, for children's development. Learners would benefit from ideas from early years settings, to help them prepare for this Virtual tour nursery Outdoor play

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Support children's learning in areas/activities

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
40 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design/Mathematics	Sand play/activities	Work placement
41 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design/Mathematics	Water play/activities	Work placement
42 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Understanding the world / Communication and language	Role play activities	Work placement
43 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 2.7, 5.9) Understanding the	Small-world play/activities	Work placement

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Support children's learning in areas/activities

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
world/ Physical development		

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
44 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Understanding the world/ Physical development	Construction play/activities	Work placement
45 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design	Mark making play/activities	Work placement
46 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design	Painting activities	Work placement
47 (EYE 1.1, 1.9, 2.1, 2.3, 2.4, 2.5, 5.9) Expressive arts and design	Collage/Drawing activities	Work placement
48 (EYE 1.1, 1.5, 1.9, 2.1, 2.4, 2.5, 5.9) Literacy/ Personal, social, and emotional development	Book activities	Work placement

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
49 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 2.7, 5.9) Expressive arts and design	Dough play/activities	Work placement
50 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 5.9) Expressive arts and design	Tabletop activities, e.g., jigsaws	Work placement
51 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 5.9) Mathematics	Using opportunities to model and encourage children to count	Work placement
52 (EYE 1.1, 1.9, 2.1, 2.4, 2.5, 2.7, 5.9) Physical development	Providing challenge in physical play/activities	Work placement

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Support outdoor play and learning

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
53 (EYE 1.1, 1.5, 2.2, 5.9)	Organise the outdoor environment to develop children's needs and interests	Work placement and/or Simulated activity Learners would benefit from observing outdoor spaces in early years settings to prepare them to complete this skill. There are many virtual tours available online, to support this. Centres may wish to see if any of the local settings have their own virtual tour, so learners can observe practice in more local nurseries/schools: Here are some virtual tours, which could be used to help prepare learners: Outdoor Play Nursery tour Learners could then plan their own outdoor area, identifying resources used and how these would be organised support children's needs and interests. It would be beneficial for learners to identify the age range they have planned for. Evidence would be through a reflection, supported by a plan of their outdoor area.
54 (EYE 1.1, 1.5, 1.9, 5.9)	Support children to explore the outdoor environment	Work placement

55 (EYE 1.1, 1.5, 1.9)	Encourage children to develop ideas and solve problems	Work placement
56 (EYE 1.1, 1.9, 5.9)	Support children to manage risk	Work placement

Skills for work with babies and young children aged from birth to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth to one year, 11 months. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

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Caring skills

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
57 (EYE 1.5, 5.3, 5.9)	*Change a nappy under supervision	Work placement and/or Simulated activity Learners could have access to the personal care procedures from settings in your local area. These are accessible from the settings website. Here is an example of personal care routines from an early years setting: Personal care routines- Nappy changing Learners could use the basis of a policy/procedure to prepare for the simulated assessment. Learners could plan and perform a role play demonstrating the key skills required during a nappy changing routine, e.g., communication, dignity, respect, ensuring the follow health, hygiene, and safety procedures. Learners could narrate during the role play identifying how they are meeting this criterion. The role play should be recorded for assessment evidence. Alternatively, the learners could complete a reflective account, which could be signed by the teacher observing the role play.

Skills for work with babies and young children aged from birth to one year, 11 months

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Caring skills

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
58 (EYE 5.6, 5.9)	*Clean and maintain baby changing area	Work placement and/or Simulated activity This should be included in the evidence for skill 58, with learners demonstrating hygiene procedures required before and after a nappy change.
59 (EYE 1.5, 5.3, 5.9)	*Prepare a bottle for a baby	Work placement and/or Simulated activity Learners could complete this activity in the centre. They could take photographs of each step and produce a step-by-step guide with instructions. Here is a video showing the correct procedure for preparing a bottle for a baby Preparing formula milk
60 (EYE 1.5, 5.3, 5.9)	Give a bottle to a baby	Work placement
61 (EYE 1.5, 5.3, 5.9)	Spoon-feed a baby	Work placement
62 (EYE 5.3)	Change cot bedding	Work placement

Skills for work with babies and young children aged from birth to one year, 11 months

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Caring skills

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
63 (EYE 5.3, 5.9)	Settle a baby for a sleep	Work placement
64 (EYE 5.3)	Wash a baby's hands and face	Work placement

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
65 (EYE 5.3)	Support dressing	Work placement
66 (EYE 5.3)	Support children's hand washing	Work placement
67 (EYE 1.5, 5.3, 5.9)	Support a snack/mealtime, making it enjoyable and interactive	Work placement
68 (EYE 5.3, 5.9)	Support children's independence at snack/mealtimes	Work placement

Skills for work with babies and young children aged from birth up to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to 1 year, 11 months. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

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Prepare for play and learning with children aged from birth up to one year, 11 months

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
69 (EYE 1.1, 1.9, 2.1)	Prepare and select items for a treasure basket	Work placement and/or Simulated activity Learners could prepare a treasure basket for young children. This could be completed at home and photographs taken for evidence for this skill. Learners would benefit from seeing children playing with treasure baskets. Here are some videos of children playing with treasure baskets. Treasure basket - Heuristic play Treasure Baskets
70 (EYE 1.1, 1.9, 2.1)	Support treasure basket/heuristic play	Work placement

71 (EYE 1.1, 1.9, 2.1)	Prepare and select items for heuristic play	Work placement and/or Simulated activity Learners could select and prepare items that could be used for heuristic play. This could be completed at home, with learners selecting appropriate resources from the home, take photographs, which could be annotated to give reasons for their choices. Heuristic play
72 (EYE 1.1, 1.9, 2.1)	Prepare and select items for sensory play	Work placement and/or Simulated activity Learners could make a simple resource that could be used with babies/toddlers in an early years setting. Learners could make this at home or in the centre and take pictures of the completed resources. They could write a reflective account to explain how these would use the resource with children and how it would support sensory play. Here are some ideas for homemade sensory activities: Sensory activities
73 (EYE 1.1, 1.9, 2.3)	Select resources and activities that engage babies and toddlers	Work placement

Skills for work with babies and young children aged from birth to one year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to 1 year, 11 months. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

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Support play and learning with children aged from birth to one year, 11 months

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
74 (EYE 1.1, 1.9, 2.1)	Interact in play with children aged from birth to one year 11 months, e.g., peek-a-boo, posting and throwing	Work placement
75 (EYE 1.1, 1.5, 1.9, 2.1)	Respond to babies and toddlers' play interests	Work placement

Skills for work with babies and young children aged from birth up to 1 year, 11 months

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Support literacy with children aged from birth up to 1 year, 11 months

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
76 (EYE 1.7, 1.5, 1.9, 2.1, 2.6, 2.7) Literacy, Personal, social, and emotional development	Share a book with a child aged from birth to one year, 11 months	Work placement
77 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall five finger play rhymes	Work placement and/or Simulated activity Learners could produce a nursery rhyme book, with illustrations, to include five finger rhymes. They should be given the opportunity to practise these with their peers.
78 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall five action rhymes	Work placement and/or Simulated activity Learners could produce a nursery rhyme book, with illustrations, to include five action rhymes. They should be given the opportunity to practise these with their peers. Action Rhymes

79 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall five counting rhymes	Work placement and/or Simulated activity Learners could produce a nursery rhyme book, with illustrations, to include five counting rhymes. They should be given the opportunity to practise these with their peers.
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Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
80 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	*Recall 20 nursery rhymes	Work placement and/or Simulated activity Learners could produce a nursery rhyme book, with illustrations, to include 20 nursery rhymes. They should be given the opportunity to practise these with their peers. Nursery Rhymes
81 (EYE 1.7, 1.9, 2.1, 2.6, 2.7) Expressive arts and design	Use rhymes with children aged from birth to one year, 11 months	Work placement

Skills for work with babies and young children aged from birth up to 1 year, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from birth up to 1 year, 11 months. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

* Indicates where the simulated skills are always acceptable for the qualification

Observe, assess, and plan for children aged from birth up to 1 year, 11 months

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
82 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five different methods of observations on child/children aged from birth up to one year, 11 months using appropriate documentation	Work placement and/or Simulated activity Learners could watch video clips to observe a child's development. They should be introduced to different observation methods, and practise these before they complete the simulated activity. Observations can be recorded using the template in the practical evidence portfolio. Here are some links to child development clips – sectioned into different ages. The clips are divided into different areas of development. Development milestones
83 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five routines to meet the individual needs of a child/children aged from birth up to one year, 11 months using appropriate documentation	Work placement

Skills for work with children aged from two to four years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from 2 up to 4 years. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

* Indicates where the simulated skills are always acceptable for the qualification

Support the practical learning of children aged from two to four years, 11 months through activities and interactions

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
84 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of number	Work placement
85 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of shape, space, and measure	Work placement
86 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	ICT (to include using toys such as Bee-Bot® and microscopes)	Work placement
87 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of early science investigations	Work placement

Skills for work with children aged from two to four years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from 2 up to 4 years. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

* Indicates where the simulated skills are always acceptable for the qualification

Support literacy

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
88 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Literacy/ Personal, social, and emotional development	Share a story with a child aged from two to three years	Work placement
89 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Literacy/ Personal, social, and emotional development	Share a story with a child aged from three to four years, 11 months	Work placement
90 (EYE 1.1, 1.5, 1.7, 1.9, 2.1, 2.2, 2.5, 2.6) Literacy/ Personal, social, and emotional development	Read a story to a small group of children aged from three to four years, 11 months	Work placement

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
91 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Understanding the world/Literacy/Communication and language/Personal, social, and emotional development	Tell a simple story to a small group using props	Work placement
92 (EYE 1.1, 1.5, 1.7, 1.9, 2.1) Understanding the world	Use rhymes with children aged from two to four years 11 months	Work placement

Skills for work with children aged from two up to four years, 11 months

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from 2 up to 4 years. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

* Indicates where the simulated skills are always acceptable for the qualification

Observe, assess, and plan for children aged from two up to four years, 11 months

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
93 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five different methods of observations on child/children aged from two to four years, 11 months using appropriate documentation	Work placement and/or Simulated activity Learners could watch video clips to observe a child's development. They should be introduced to different observation methods, and practise these before they complete the simulated activity. Observations can be recorded using the template in the practical evidence portfolio. Here are some links to child development clips – sectioned into different ages. The clips are divided into different areas of development. Development milestones
94 (EYE 1.1, 1.9, 1.10, 3.1, 3.2, 3.3, 3.4, 3.5, 5.9)	Complete five routines/plans to meet the individual needs of a child/children aged from two to four years, 11 months using appropriate documentation	Work placement

Skills for work with children aged from four to seven years, 11 months in a classroom environment

The following skills relate directly to the Early Years Educator criteria and can be demonstrated during placements with children aged from 4 up to 8 years. You must reflect on what you are able to do before starting the placement, and then upon finishing the placement, giving examples.

* Indicates where the simulated skills are always acceptable for the qualification

Early Years Educator criteria		Evidence (Work placement and/or Simulated activity)
95 (EYE 1.5, 1.7, 1.9, 2.1, 2.2, 2.5) Literacy	Support children's development of phonics	Work placement
96 (EYE 1.5, 2.3, 2.7, 6.1)	Carry out a small group activity under the direction of a teacher	Work placement
97 (EYE 1.1, 1.7, 1.9, 2.1)	Development of number skills	Work placement
98 (EYE 1.1, 1.7, 1.9, 2.1)	Development of space, shape, and measure	Work placement
99 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	ICT (to include using toys such as Bee-Bot® and microscopes)	Work placement
100 (EYE 1.1, 1.7, 1.9, 2.1) Mathematics	Development of early science investigations	Work placement

Form CPLD 2 – Learner self-assessment: meeting the unit assessment criteria

		Evidence (Work placement and/or Simulated activity)
CPLD 2	Unit 3	Learning Aim C (P6 and M3) 4 activities Should be produced and implemented. <u>Part Work placement/Part Simulated activities</u> 1 child-initiated play activity and 1 adult initiated play activity can be implemented and assessed on work placement And 1 child-initiated play activity and 1 adult initiated play activity can be implemented and assessed via a simulated activity
CPLD 2	Unit 5	Learning Aim D (P6, P7, M4) Demonstration of risk assessment skills <u>Work Placement or Simulated activities.</u> Learners could present two risk assessment through a simulated activity. The centre could set up activities, resources permitting, for and indoor and outdoor activity or use observations from virtual tours, to produce two risk assessments, based on an indoor and outdoor area. This could be cross referenced to the PEP skill. (8, 9, 18 and 96) Learners could be given a case study for responding to an accident- identifying their role in this and the correct reporting procedures- they could write a reflective account, detailing the skills used to support a child who has had an accident.

		Learners could produce a fire evacuation procedure for an early years setting. They can use this as a basis for a professional discussion to explain the reasons for each step and how this would contribute to healthy and safe outcomes for children.
CPLD 2	Unit 6	Learning Aim B (P3, P4 and M2) Plan and support routines <u>Work placement</u> The activities produced and assessed from Unit 9 and/or Unit 3 could be used for this unit 6 (Learning Aim B)! Centres would need to give directions to learners when setting Unit 9 or Unit 3, to ensure the activities are physical play.
CPLD 2	Unit 7	Learning Aim C (P6, M4, D3) Support and promote positive behaviour <u>Part Work placement/Part Simulated activities</u> Learners could use video clips to observe staff supporting positive behaviour in an Early Years setting. They could then do a reflective account on the skills they would use to support positive behaviour in the setting and why these are important. (Videos could be from different age groups) Learners could plan an activity which could be used in an Early Years setting to promote positive behaviour and support children's social development. (appropriate for the four years up to 7 years 11 months) Learners could use a case study – identifying strategies they would use to support and promote positive behaviour. (appropriate for the two years to 4 years age group) Learners would need to include evidence for children from 2 different age groups. This would enable them to show their knowledge and understanding on different approaches for different age groups,

		Learners could expand on work for C.P6, justifying the actions they would take and how this would support and promote positive behaviour Learners would need to provide evidence from placement for D3 – taken from CPLD 3 and 4, with a reflection on the skills they have used in the placement to support positive behaviour.
CPLD 2	Unit 8	Learning Aim C (P5, P6, M4 and D3) Working with parents <u>Work Placement or Simulated activities.</u> Learners can demonstrate effective partnership working with parents and/or others through a range of simulated activities such as, case studies and/or role plays. Learners could role play a scenario by taking part in a 'simulated telephone conversation' with a potential 'parent and/or professional' (A teacher/assessor/peer could step into this role to support the learner). Learners could also write a reflective account of their experience and this could be supported by an observation record completed by the teacher/assessor. Learners are also able to draw on past experiences of working with parents/professionals whilst on placement experience. This could be assessed via a reflective account or a professional discussion (supported by a recording/observation record) with their teacher/assessor. There are also opportunities for learners to approach past work experience Early Years settings, to provide witness statements to use as evidence for assessment
CPLD 2	Unit 9 (Part 1)	Learning Aim B (P3, P4, P5, M3 and D2) Carry out and record observations <u>Work Placement or Simulated activities.</u> P3, P4, P5 and M3 could be completed and assessed by using videos clips to observe a child

CPLD 2	Unit 9 (Part 2)	Learning aim C (P6, P7, M4 and D3) Create, implement, and review activity plans for children <u>Work Placement or Simulated activities.</u> For Unit 9 only (See appendix A), Learners can present and review activity plans to support the child they have observed for LAB via a simulated activity. It is encouraged that learners reflect on how they can implement an activity to support the observed child in developing skills. The learner should identify potential strengths and areas for development in implementing the activity and how the observed child will benefit. Learners should complete 3 activity plans for 3 different areas of the observed child's development
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Appendix A

Activity plan for simulated skills/assessment

Name:	Date:
Title of activity:	
Age of the child/children:	
Proposed learning outcomes: What do you hope the children will learn during the activity, make links to the EYFS and/or National Curriculum	
Describe your activity, what will the child/children be doing? What will you be doing?	

Resources/Equipment:

Language input during the activity (from you): what new language could you introduce during the activity?

Health and Safety:

Individual needs: How will you adapt this activity for:
A child who is finding it hard.

A child who is finding it easy.

What would your role be in setting up and implementing this activity? What skills would you need to fully support the children for the following:

Before the activity

During the activity

After the activity

How would this activity support the child's/children's learning and development?

Bibliography

Appendix B

Routine plan for simulated skills/assessment

Date:	Time:
Routine	Age of the child:

Planning and Preparation

Resources and/or equipment required:
Health and Safety: (e.g., consider the surroundings and the equipment for the child's safety and the staff safety)
Child's individual needs or preferences? What individual needs might a child have e.g., dietary

Routine details

A general description of the routine: Include details from start to finish? Imagine you are describing the routine to another person.

Describe what your role would be in implementing the routine:

Describe how you think this routine would support different areas of development:

Describe the skills you would use to carry to carry out the routine (e.g., communication, patience):