

Summer Independent Learning (SIL)

Year 12 - 13

T - Level in Education & Early Years

Subject/Group	T level Education and Early Years
Topics	Element One - Wider Context
Timescale	6 hours + Presentation + delivery of Presentation
To be completed by	This work must be completed and handed in to your subject teacher on the first day of term

Structured observation 1: Supporting children's learning and development

The week commencing the 16th June 2025 carry out a planned activity around one of the areas below:

Complete the initial plan for with each criteria with notes e.g. what theorist you will use.

Complete a full in detailed activity plan to carry out the observation.

Complete a reflection form using a reflective model.

Plan and prepare a presentation to present to peers including;

- Theory
- The activity
- What went well
- What you would change next time

Be prepare to answer some questions, you may want to make notes

Your peers will feed back and peer assess you on your presentation using the feedback form.

Activity description

This activity will assess the student's ability to support children's learning and development, making use of both planned and unplanned opportunities.

The structured observation can consist of one of the following activities:

- a literacy session that requires the student to lead a story time session
- a numeracy session that requires the student to support mathematical development
- engaging with children during play, for example, role play/outdoor play.

The activity should allow the student to cover all of the relevant criteria listed below.

Mapping to criteria

S1.29	EYE 1.2 1.3	EYE 1.7 1a (h)	S1.30	S1.31	S1.23	S1.25	S.19	S2.20
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S1.29: Implement a range of pedagogical strategies to support children's early literacy skills.

1.2 An effective early year's educator knows the expected patterns of babies' and children's development from birth to 5-year-old and has an understanding of further development from 5-7 years.

1.3 An effective early years educator understands babies' and children's development patterns, including

- Cognitive
- Speech, language, and communication development
- Physical
- Emotional
- Neurological and brain development

1.7 1(h) The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.

S1.30 Demonstrate flexibility during planned activities to incorporate unplanned opportunities when supporting children's mathematical understanding. (Observation, no PD)

S1.31

Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities.

S1.23

Engage in effective strategies to develop and extend children's learning and thinking.

S1.25

Support and promote children's speech, language and communication development using a range of strategies.

S2.19

Model and encourage positive behaviour expected of children.

S2.20 Support children to manage their own behaviour in relation to others.