OFFICIAL BONUS #6 | VALUE: NGN 25,000 | UK GOVERNMENT TEACHER GRANT BLUEPRINT

BONUS #6 — INTERVIEW & TRACKER VAULT

# THE UK EYITT ZOOM INTERVIEW QUESTION BANK, EYFS SAFEGUARDING CHEAT SHEET & 30-DAY TRACKER

## 12 Real UK Panel Questions + STAR Model Answers, 20-Minute Written Task Formula, 1-Page EYFS Vocabulary Sheet & 30-Day Application Tracker

**Official Actionable Companion to: Get Paid to Study in the UK (£9,535 Grant + £5,000 Bursary Guide)**

*2026 / 2027 Verified Edition — Built Specifically for Nigerian & African Graduates*

| 12 Questions | 20-Min Task | 1-Page Sheet | 30-Day Plan |
|---|---|---|---|
| **Real UK Zoom Panel Qs** | **Written Scenario Guide** | **EYFS & DSL Vocabulary** | **Self-Check Worksheet** |
| (+ STAR Model Answers) | (3-Paragraph Formula) | (Top 5% Panel Scoring) | (Step-by-Step Tracker) |

### WHAT YOU GET INSIDE THIS BONUS ACTION PACK:

- The 1-Page EYFS & Safeguarding Vocabulary Cheat Sheet (Prime Areas, Specific Areas, Key Person Approach, DSL, EAL & SEND/SENCO).
- All 12 Real UK EYITT Zoom Interview Questions asked by UCL, Kingston, Greenwich, Reading, Sussex, Worcester & Sheffield Hallam — with high-scoring STAR answers.
- The 3-Paragraph Formula + Full Worked Answer for the 20-Minute Written Reflective Scenario Task.
- Your Personal 30-Day UK Funded Application Tracker & Self-Check Worksheet + Official GOV.UK Verification Links.


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**INCLUDED FREE WITH PRODUCT #1: GET PAID TO STUDY IN THE UK (2026/2027 EDITION)**

Verified against official Department for Education (DfE) & UKVI Student Visa rules on gov.uk.

## BONUS 06 — SECTION 01 (EYFS CHEAT SHEET)

# The 1-Page EYFS & Safeguarding Vocabulary Cheat Sheet + All 12 Real UK Zoom Interview Questions

> *"When a UK university invites you to an online Zoom interview from Nigeria, you already meet the academic rules. Use these exact EYFS terms and 12 STAR answers to score in the top 5%."*

### 1.1 Memorize These 6 Official UK Early Years Terms Before Your Zoom Call

| Official UK Term | What It Means & How to Use It in Your Interview |
|---|---|
| **The 3 Prime Areas of the EYFS** | (1) Communication and Language, (2) Physical Development, and (3) Personal, Social and Emotional Development (PSED). Say: "For babies and toddlers under three, the three Prime Areas are the foundation before we build the four Specific Areas." |
| **The 4 Specific Areas of the EYFS** | (1) Literacy, (2) Mathematics, (3) Understanding the World, and (4) Expressive Arts and Design. |
| **Characteristics of Effective Learning** | (1) Playing and Exploring (engagement), (2) Active Learning (motivation), and (3) Creating and Thinking Critically (thinking). |
| **The Key Person Approach** | Every child in an English nursery is assigned a dedicated Key Person (practitioner) who builds a secure attachment with the child and acts as the primary point of contact for parents. |
| **Safeguarding & Designated Safeguarding Lead (DSL)** | Protecting children from maltreatment and ensuring safe care. Golden Rule: NEVER say you would investigate abuse yourself or promise secrecy. Always say: "I would listen calmly, observe, record exact facts objectively on a body/incident log, and report immediately to the Designated Safeguarding Lead (DSL)." |
| **EAL & SEND / SENCO** | EAL = English as an Additional Language; SEND = Special Educational Needs and Disabilities (supported by the setting's SENCO — Special Educational Needs Coordinator). |

## BONUS 06 — SECTION 02 (QUESTIONS #1 TO #6)

### 1.2 Part A: Core Questions #1 to #6 + High-Scoring Model Answers

**Q1: "Why do you want to train specifically with children from birth to five (Early Years), rather than** primary or secondary school teaching?" Model Answer: "Between birth and age five, a child's brain develops faster than at any other stage of life. Unlike primary school, which focuses on formal subject delivery, early years practice builds the foundational architecture — secure attachment, emotional self-regulation, early language, and physical confidence — through purposeful, child-led play under the EYFS framework. During my volunteering with 2-to-4-year-olds in Lagos, seeing how a sensory activity unlocked a toddler's vocabulary showed me that shaping the first five years has the highest lifelong impact."

**Q2: "What do you understand by 'Safeguarding' in an early years setting, and what would you do if** you noticed unexplained bruising on a two-year-old?" Model Answer: "Safeguarding means protecting children's health, wellbeing, and human rights so they grow up free from harm, abuse, or neglect. Because babies and toddlers are often pre-verbal, practitioners must be vigilant to physical marks or sudden changes in behaviour. If I noticed unexplained bruising, I would ensure the child is safe, make an accurate, dated written record of what I observed without asking leading questions, and report it immediately to our setting's Designated Safeguarding Lead (DSL) following the nursery's safeguarding policy."

**Q3: "Tell us about a time you supported a young child's learning or behaviour. What did you do and** what was the outcome?" (STAR Method) Model Answer: "During my volunteering at a nursery in Lagos, a 3-year-old boy frequently knocked over other children's block towers during free play because he wanted to join in but lacked the words to ask (Situation/Task). Instead of scolding him, I sat beside him at eye level, validated his excitement, and modelled simple turn-taking phrases like 'My turn next, please' while introducing a sand-timer so he could visually see when his turn was coming (Action). Within two weeks, he was using the sand-timer independently and building towers collaboratively with peers, showing real growth in Personal, Social and Emotional Development (Result)."

**Q4: "How would you support a 3-year-old child who arrives at the nursery speaking no English (EAL)?" Model Answer: "Coming from a multilingual society in Nigeria, I understand how overwhelming a new** language environment can feel for a young child. First, I would work closely with the parents and the child's Key Person to learn comforting words in the child's home language. Second, I would use visual timetables, gestures, picture cards, and repetitive action songs so the child can follow routines without anxiety. Third, I would use parallel play commentary — narrating simple actions during water or block play without pressuring them to speak until they feel secure."

**Q5: "Your first degree was in [Engineering / Business / Accounting / Microbiology]. Why are you** switching into Early Years Teaching now?" Model Answer: "My first degree gave me strong analytical, observation, and communication skills. However, whenever I mentored younger students during NYSC and volunteered in our local nursery, I realised my strongest fulfilment came from facilitating early childhood discovery. In fact, my background is a major asset in an early years room because early numeracy, curiosity about how the physical world works, and structured observation of developmental milestones are central to the EYFS framework."

**Q6: "As an international applicant applying from Nigeria, do you understand the visa timeline,** accommodation, and financial requirements to start in September?" Model Answer: "Yes, completely. While the £9,535 DfE Training Grant covers the course tuition fee, I have already prepared my full UKVI 28-day maintenance living funds, my IHS surcharge, and my IOM Tuberculosis screening in Nigeria so that as soon as my CAS is issued, I can submit my visa application immediately and arrive in England two to three weeks before September enrolment."

## BONUS 06 — SECTION 03 (QUESTIONS #7 TO #12)

### 1.3 Part B: Advanced Questions #7 to #12 + High-Scoring Model Answers

**Q7: "How do you promote early mathematical or literacy development through play rather than formal** worksheets?" Model Answer: "In the early years, young children learn abstract concepts best through concrete, sensory exploration. Rather than worksheets, I embed maths into water and sand play — asking children which cup is 'full,' 'empty,' or 'heavier,' or counting steps as we climb outdoors. For literacy, I use rhythm, rhyme, mark-making in sand or paint, and interactive story sacks where children act out characters, building phonological awareness naturally."

**Q8: "What would you do if you noticed a 3-year-old was not meeting expected speech or physical** milestones (SEND)?" Model Answer: "Early identification is vital, but as a trainee practitioner I would never diagnose a child. Instead, I would carry out regular, objective observations across different routines, discuss my observations with the child's Key Person and Room Leader, speak sensitively with the parents to understand what they see at home, and refer our evidence to the setting's SENCO (Special Educational Needs Coordinator) so targeted support can be put in place."

**Q9: "Why is Partnership with Parents so important in the EYFS, and how would you handle an upset** parent at pick-up?" Model Answer: "Parents are a child's first and most enduring educators. When home and nursery share consistent routines and communication, children thrive. If a parent was upset at pick-up — for example, over a minor scratch or soiled jumper — I would listen empathetically without becoming defensive, apologise for their distress, share the exact logged details calmly alongside the Key Person or Room Leader, and agree on a clear step forward."

**Q10: "How does a baby Room (0–2 years) differ from a Preschool/Reception Room (3–5 years)?" Model** Answer: "With babies and under-twos, practice centres intensely on the three Prime Areas: warm physical care routines (feeding, sleep, nappy changing as moments of one-to-one language interaction), secure attachment to the Key Person, and sensory exploration. By ages three to five, while the Prime Areas remain vital, we increasingly scaffold the four Specific Areas — early phonics, cooperative group play, self-care independence, and school readiness."

**Q11: "Training full-time while completing two nursery placements is demanding. How do you manage** pressure and feedback?" Model Answer: "Working in [my previous field / university degree] taught me strong time management and how to treat constructive feedback as a tool for growth. I keep a daily reflective journal, plan my academic assignments week by week, and actively ask my placement mentor for specific feedback after every session so I can improve immediately."

**Q12: "Do you have any questions for us as the interview panel?" Model Answer: "Yes, thank you! How** does your programme structure mentor support across the two contrasting age placements (under-twos and ages three-to-five), and are there specific pre-reading materials on the EYFS you recommend I complete before September orientation?"

## BONUS 06 — SECTION 04 (WRITTEN TASK & 30-DAY TRACKER)

### 1.4 The 20-Minute Written Task Formula & Your 30-Day Application Tracker

**THE 3-PARAGRAPH FORMULA FOR ANY 20-MINUTE WRITTEN INTERVIEW SCENARIO:**

1. Paragraph 1 (Child-Centred Empathy & Observation): State that all behaviour in ages 0–5 is communication. Explain how you and the Key Person would comfort the child at eye level and observe triggers (tiredness, transition anxiety, sensory overload).
2. Paragraph 2 (Partnership With Parents & Scaffolding): Explain how you would collaborate warmly with the parents at drop-off/pick-up and use visual timetables, turn-taking timers, or small-group play.
3. Paragraph 3 (SENCO & Safeguarding Escalation): State that if concerns persist, you would share objective observation logs with the Room Leader and the setting's SENCO or Designated Safeguarding Lead (DSL).

| Done? | Milestone Action Item | Your Personal Details / Target Notes |
|---|---|---|
| [ ] | 1. My Degree Class & Bursary Tier Confirmed: (Tier 1 = £5,000 \| Tier 2 = £4,000 \| Tier 3 = £2,000) | My BSc/MSc: _____ My Bursary Tier: _____ |
| [ ] | 2. My WAEC / NECO C6+ Audit Completed: (English, Mathematics & 1 Science Subject at C6+) | English Grade: ____ \| Maths Grade: ____ Science Subject & Grade: _____ |
| [ ] | 3. My Top 5 Target Universities (Bonus #1 Table A): (Pick 3 Outside London + 2 Inside London) | 1. _____ 2. _____ 3. _____ 4. _____ |
| [ ] | 4. Pre-Application Emails Sent to All 5 Providers (Bonus #2): | Date Sent: _____ Replies Logged: [ ] |
| [ ] | 5. 14-Day Nigerian Nursery Volunteering Completed (Bonus #4): | School Name: _____ Reference Letter Signed: [ ] |
| [ ] | 6. UK-Format CV & EYFS Personal Statement Written (Bonus #3): | Checked against 4-Part Formula & UK CV rules: [ ] |
| [ ] | 7. Official University Transcript & MOI Letter Ready (Bonus #5): | Scanned in single PDF under 5MB: [ ] |
| [ ] | 8. 28-Day UKVI Maintenance Bank Statement Started: (£10,539 Outside London or £13,761 Inside London) | Bank Name: _____ Day 1 Start Date: _____ |
| [ ] | 9. IOM Lagos / Abuja TB Test Booked ($94 USD): | Appointment Date: _____ |