



EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

Physical development

ELG04 – Moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Exemplification of expected descriptors

This document demonstrates national standards for one of the 17 Early Years Foundation Stage (EYFS) Profile Early Learning Goals (ELGs). It shows the level of learning and development expected at the end of the EYFS.

The collection of evidence in this document illustrates the 'expected' descriptor. No one piece of evidence meets the ELG as a standalone item; together they illustrate the pitch and breadth of a particular 'expected' level of learning and development.

This document illustrates how information can be gathered to support EYFS Profile judgements using a variety of evidence and forms of presentation. However there is no prescribed method of gathering evidence, nor any expectation that it should be recorded as shown in this document. The exemplification is not intended to be an exhaustive list for schools to follow.

The examples in this collection include 'one off' observations, samples of children's work, photographs and contributions from parents. Many methods of recording a child's attainment are not included in this exemplification for practical reasons (for example video recordings). Practitioners will also build up a significant professional knowledge of each child which will not be recorded but which must be considered when EYFS Profile judgements are made.

When completing an EYFS Profile, practitioners should make a best-fit judgement for each ELG. Practitioners must consider the entirety of each ELG, taking an holistic view of the descriptor in order to create the most accurate picture of the child's overall embedded learning. Sections of each descriptor must not be seen in isolation.

Exemplification material should always be viewed in the context of a specific aspect of learning in order to retain an accurate focus. However, practitioners should be aware that a child's learning and development are not compartmentalised. Focussing on one aspect of learning will shed light on several other related areas.

The information in this document should not be regarded as either exclusive or inclusive of any child, no matter what their background or family circumstances. It is intended to be used without bias, preference or discrimination and schools and practitioners must ensure that they operate within all aspects of the statutory EYFS framework.



Charlie waited his turn!



Charlie moved with confidence along the logs before jumping safely into a space. He told his friend to 'wait, so you don't crash.'



Ashley spent a very long time at the play dough table. She flattened a large portion of playdough out on to a small tray. She then used her finger to carefully make indentations across the dough in a regular pattern. She then found some more dough and rolled it in to small balls by placing small quantities on the palm of her hand and using circular movements made lots of small ball shapes. She carefully placed them next to each other ensuring that they touched in order to leave no space between them. She put a candle holder in the middle and declared that she had made a birthday cake.

Honey was able to balance small bricks on top of each other to make a very tall construction. She told the adult that you have to be very careful that you put one on top of the other and that it was best to try and cover the whole of the underneath brick so that it would balance and stay in place.

Heiden was able to demonstrate good control and co-ordination by placing his feet on the bar of the apparatus and hold a balance for some considerable time. He was then able to jump off from the equipment and land safely, bending his knees on to a mat.

Jamie used a plastic knife with great accuracy by placing it at the edge of the butter tub and pushing a small amount of butter on to the knife. He was then able to spread the butter on to the bread by turning his wrist and using the flat side of the knife he moved it over the whole slice of bread ensuring that it went into the corners.

Physical development

During den building, working as a group, children have the opportunity to practise tying knots, manipulating string and allowing them to apply their controlled and coordinated skills.



Samuel: Jumping from the plank into the large saucer, judging where to land so it doesn't tip over, make him fall down. He practices this and then shows his friend how to do this safely. He extends this so he can jump from the saucer and jump across to the shelter pole using the rocking motion. He arranges the apparatus until he is happy.

Oscar encouraged his two friends to join him in his 'super hero den'. "We need to make messages for Intellinwrite (the class fictional character who leaves them challenges each day) he will read them when we go home. He will like pictures. Get scissors, Ethan help us." Oscar carefully cut shapes he had drawn on card, following the lines he had drawn. He then pinned them carefully to the display board under the table.

Oscar likes his art work to be displayed in the class "so my friends can see my pictures."





A. confidently used the giant spinning top to roll his body in a large circular movement.



Jaden rode the two-wheeled bike around the outside classroom (child initiated). It took a lot of effort to get started, but once going he was able to ride the bike in straight lines and could keep his balance around shallow bends. When he reached the fence he got off the bike and turned it around by hand.

Jaden rode the two wheeled bike quickly around the outside classroom, showing good control despite his speed (child initiated).

Jaden kicked a football around the outside classroom and also kicked the football to Louis, showing that he could control the direction and speed of the ball (child initiated).

Jaden enjoyed bouncing a ball. He was able to control the ball well and could move his hand and/ or body nearer to the ball when necessary. Jaden could also adjust the force of his 'pats' to keep the ball bouncing. When I asked him how he had learnt to bounce a ball, he told me that his brother had taught him (child initiated).

Jaden was able to move forwards and backwards on the stepper, although he was a bit wobbly! Child initiated



Jaden and Louis asked me to come to see what they had been practising. They showed me how they could now do rolls around the bar on the climbing frame (child initiated).



Jaden enjoyed his time in the adventure playground at Longleat and confidently climbed the net



Harriet performed somersaults over the bar on the climbing frame (child initiated).

Jaden was keen to try the 'Loopy' and succeeded in coordinating his arms to make it move (child initiated).





Jaden chose to use the Numicon shapes and fitted them together on a board.

Jaden filled a peg board with pegs, easily holding and placing the pegs into the holes (child initiated).



Jaden threaded pasta onto a piece of string to make a necklace (adult led activity).



Harriet kept her balance on the balance walkway. Child initiated



Jaden chose to paint a picture and controlled the paintbrush well, carefully painting around each colour.

Harriet copied the numerals from 1 – 10 onto a whiteboard (child initiated).



Harriet cut out a circle, drew a face on it and told me that it was her Mummy (child initiated).



Harriet enjoyed stepping from one log to another. I challenged her to jump between the logs and she then jumped from one log to another, just stepping between two logs on the way. Child initiated

Observation:

Yash-Raj is outside building with the hollow blocks. He picks up a large block and places it at a right angle to another large block. He collects smaller blocks and arranges them in a straight line. He uses two wooden planks to make a ramp to the structure which is now L-shaped. Yash-Raj goes to and from the trolley where the blocks are kept, collecting them one at a time and laying them in the structure. He collects a square piece which will not fit in the space left; he puts it on its side.

Observation:

Yash-Raj is playing "beans" in the hall with a group of children. When the teacher shouts "runner bean" the children all run in the space. Yash-Raj doges around the other children whilst running and when signalled he stops very quickly. He makes sure that he does not bump into anyone." During the session, Yash-Raj changes direction whilst running, hops, skips and jumps. He continues to run and move at the same rate throughout the 10 minute session.

Observation:

Yash-Raj is outside, running in and out of the cones which have been placed at intervals. Another boy is running through the cones in the opposite direction and Yash-Rah swerves to avoid him. He runs up the 3-step staircase and leaps off the top, landing on the mat on both feet.



Millie was able to balance and travel across the trim trail without wobbling or falling off. She then was able to travel across the stilts to complete the task. She knew that she needed to put her feet on the correct stilt and then which foot to move at a time. She knew that to help her hold her balance she should hold on to the upright posts.

When using the computer independently Heiden was able to use the mouse to scroll across the screen accurately and click on the icon to open up the application.

Ellie was able to grip a fine paint brush between her thumb and fingers and then dip the brush into her palette and make desired paint marks on the paper.



Outside Tristan was playing with his friends, they had got the builders equipment out of the shed. He said to one of the other children *"We need to get some sand to build a wall."*

He pushed the wheelbarrow over to the sandpit whilst carefully holding onto his spade. When he got to the sandpit, he and two friends filled the wheelbarrow with sand and pushed it back to where they were building the wall.

They then tried to use the dry sand to go between the bricks, watching on as the sand ran off the bricks. Then Tristan said *"I know, we need water"* and wheeled the sand over to the water butt and used the tap to fill the wheelbarrow up with water to make a wet mix.

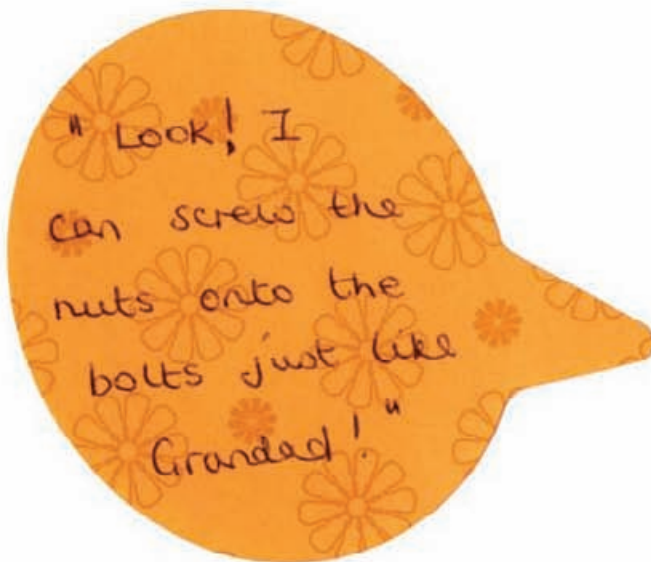
He then pushed this back to the 'wall' without spilling the mixture. He said to his friends *"Now it is cement!"*

He began to shovel the mixture onto the bricks he had laid in a line. As his friends joined back in he said *"Okay Ethan, put your brick on top of this one."* (Pointed to a position on top of where he had laid bricks.) He watched to make sure Ethan put the brick where he wanted it, before saying *"Come on, it's not tall enough yet."*

They continued to build the wall until they had used up all of the bricks. Tristan said *"Now we need to clean up, let's be the clean-up team!"* So they washed off the bricks with water and brooms.



T carefully rolls out the play dough before coiling it up to form fossils. He selects a number of different tools (from the continuous provision), explores and experiments with them in the play dough and eventually adds the marks with his preferred tools.



lunchtime supervisor's
voice:

Thomas proudly shows me (lunchtime supervisor) that he had written his name in the mud.



A's dad brought in a selection of nuts, bolts, washers and screws, (inspired by a robot story that A had borrowed from the library).

A and A-L confidently handled them, picking out individual nuts and washers and carefully sorting them into different categories.

Displaying high levels of involvement, B carefully used fine tweezers to sort the beans.



"I can make a kite, I know, I will attach my flyer to my coat and run with it." Alice

Alice, Izzy, Marcus and Harry handle tools effectively in the making area.
Alice and Izzy make kites from lollysticks, paper, ribbon, string and tape.
When they have made their kites they take them outdoors to fly.
Alice and Izzy hold on to the kite strings and run the length of the outside area safely negotiating space.



"I know, the air can go through there and it can fly!"



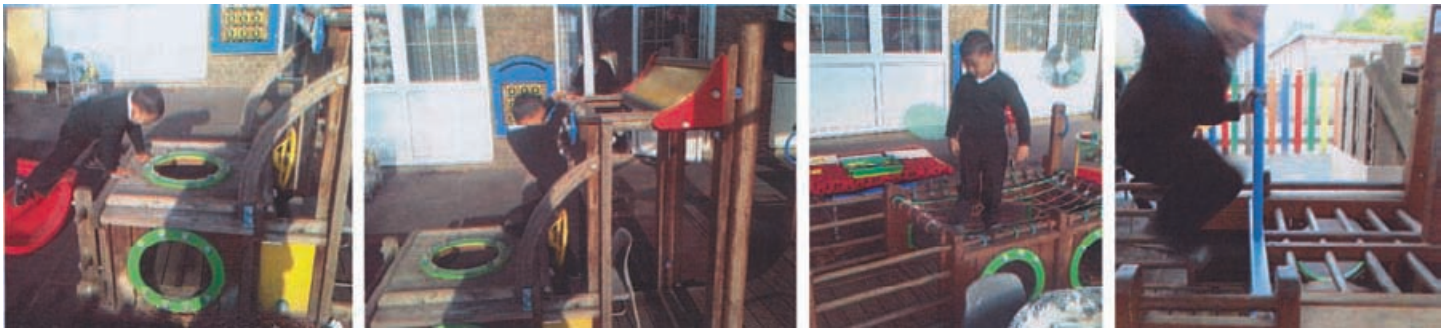
Ishak independently put on his hat, gloves, waterproofs and wellies to play in the snow. He enjoyed using the 'vegetable box' to slide down the hills. He repeatedly explored this activity looking for the 'best' hill. Ishak shared the sledge with Jessica and waited patiently for his next turn. "I like this slide the best cos it's really fast. You go zoom!" The fastest ones are the tallest hills."



Keira has been determined to master the new balance board today! She has been on it for over twenty minutes! She finally realised she could use her arms to steady herself for long enough for me to get the camera and take a picture!

Observation:

Yash-Raj is outside. He drags a plastic rocker over to near the climbing frame and very carefully balances on it to launch himself onto the frame. He swings on the bar and onto a chair which had previously been placed there for the "driver". He walks across the rope netting, hardly looking down to see where his feet are. He swings round the pole with a delighted smile on his face and lands with both feet on the platform below. Yash-Raj uses the equipment to challenge himself and take risks, but is careful at all times and does not try to do anything which is beyond his ability.



Observation:

Yash-Raj is outside building with the hollow blocks. He picks up a large block and places it at a right angle to another large block. He collects smaller blocks and arranges them in a straight line. He uses two wooden planks to make a ramp to the structure which is now L-shaped. Yash-Raj goes to and from the trolley where the blocks are kept, collecting them one at a time and laying them in the structure. He collects a square piece which will not fit in the space left; he puts it on its side.

Observation:

Earlier in the month, Ruby enjoyed playing with the small wooden hammer and pins set, tapping shapes into position. She is then confident to choose to use the bigger tools at the woodwork table. She carefully chooses a small nail, a block of wood, and the large hammer. She screws her face up in concentration and hammers the nail carefully into the block, making sure that she keeps her fingers away from the hammer. "I did that very carefully," she says. "I didn't want to hurt my fingers."





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