



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

Personal, social and emotional development

ELG06 – Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

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.

- Context - In the work shop area the children have to think of a way that super heroes, who have lost their powers, can rescue people from a burning building.
- 1 'I've made a springer so they can jump up. I've used a tube. I used sellotape to make the string stick.'
 - 2 A jet – 'I got a black box and I stuck this on and left it because it had to dry to stay on there. I put those two things on there. I used sticky tape for this bit so the glue is not strong enough and it will fall off. They are the wings and they make it stay in the air.'
 - 3 'I'm going to make a flying ship for spider man because he has lost his powers. I am going to use a box and a yoghurt pot.'
 - 4 I'm going to make a trampoline so superman can fly, with a tissue box and paper. I'm going to use sellotape so it will make it strong and it won't take a long time to dry. I put paper in there to make it bouncier.
 - 5 'Rocket – It could fly straight up to the building. I used an elastic band so I could keep the paper on. '
 - 6 'I made a ladder for superman. These are the handles on this side. I used sellotape because glue didn't work.'

As part of a group, Ben thoughtfully collected together the resources he needed to create a rock pool for the dinosaurs discussing with his friends which rocks would be the best size and why, sharing his ideas on how to stop the water running away, and asking for help when he needed to move the largest of the stones into position.



Gemma chose to make herself a mask on the technology table, "I just need to cut some off to make it shorter!"

Context

After writing letters to their family the class walked to the local post office to buy stamps and post their letters.

Observation

Alex was confident to ask the lady at the counter for his stamp saying "Please can I have a second class stamp?" When told it would be 36p he handed over the four ten pence coins he had previously been given. He collected his change and the stamp and said "Thank you"



HA decided to try different ways of moving around the obstacle course. Initially his friends helped him get on and off the tyres, but then he realised he could do it by himself. Well done!

Jumps repeatedly into the puddle he holds hands with AM before jumping. They add a tyre and jump into the tyre from the wall.

Was playing a game with some friends. They were pretending to be chased by invisible baddies. He climbed up the tree to escape them. "You can't get me," he said, then jumped down and ran off saying "I'm ok, I can do it."

Shared Parental Observations of learning outside of school

Child's name: Iz

Name of person writing observation: _____

Relationship of person to child: Father

Date of observation: _____

Observation Notes:

Iz attended a football training session for Netherton Football Club, held at "The Garage", Peterborough.

He interacted with the other boys playing, and with the coach.

Iz dribbled the ball, then took a penalty shot. The coach shouted "well done" to Iz.

Iz looked very proud, and pleased with what he had achieved.

Iz was learning how to be part of a team, and pass the ball to the others in his team.

At the end of the session he was happy and pleased that he felt his skills were improving.

JA got himself ready to go into the digging area. He put on a protective jacket and trousers and wellington boots. He used different tools to loosen and then collect mud. "I'm making some yummy food for the worms. I love digging in the dirt and doing messy stuff 'cause I don't get dirty wearing my suit". He pretended to add different ingredients, mixing it all together.



VE independently initiated this activity selecting and arranging different pieces of paper to make diya lamps. Had dressed in Indian dress and talked to class about Diwali and what he had done at home to celebrate.

Context and content of observation:
OUTSIDE AREA

C1 + C2 have a hoola hoop and are experimenting with different ways of moving them. MA approaches and after watching his friends, decides to join in. He tries standing the hoop upright, then spinning it. They roll them to see whose hoop travels the furthest.

MA notices a fixed pole: Let's try to get them on that!

He aims his hoop and successfully throws it over the pole. His friends cheer and then try it.

I ask them how they could make it even more difficult.

MA: I know let's stand back more.

He takes 2 steps back and throws the hoop but misses the pole.

MA: I'll have to throw it higher next time.

They continue playing hoola.

MA decides to score how many times he can throw it on the pole.

MA: I've got 6 points now!

got resources (costume, bag, envelopes - v. etc)
ready + acted as a postman following our trip yday to the post office. Went round the area delivering letters to his friends staying on site.

KE
made a book. She tried to staple the pages together but the stapler had run out of staples. She used a hole punch to make 2 holes and threaded ribbon through. She asked me to tie a knot.

DI
was able to show other children how to make a foil boat. He gave clear instructions. "First fold the ends up so they stand up. Make the shape of a boat Good! Now put it in the water to see if it sinks or floats!"

HA selects materials he wants from village box. Returns items when he's finished with it.

JG
Cook has many chains I've got out counted them 1-11. I'm good at counting but sometimes I get it wrong.



CH was very excited when we introduced the pulley. He loves playing in the water - usually goes in every day. He attached the full bucket to the pulley and said "this is great, I wonder what would happen if I let go of the rope?"

Star of the week

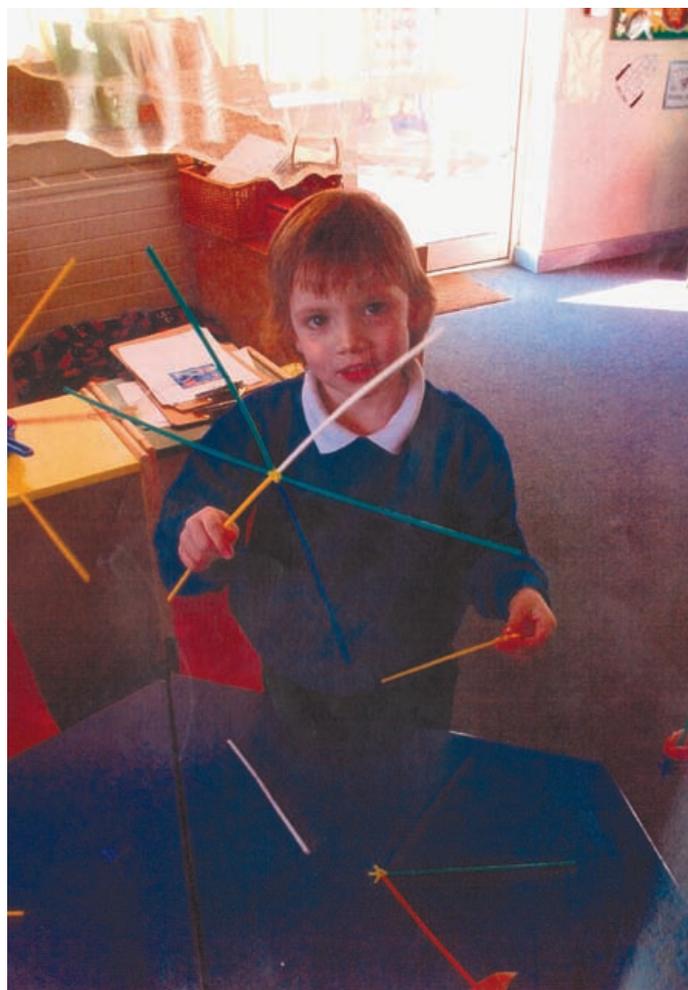
Alex was star of the week and decided to talk to the class about football. Alex told the class how he is a keen footballer and goes to the out of school football club in the village and having a season ticket for Sheffield Wednesday. He brought in his football kit and talked through what each item was. He also told us about how his great grandad was a professional footballer.

“I love going to football with my dad. Mummy and Georgia don’t come with us because they don’t like football!”



Antonia confidently attempted to hula hoop & persisted even when she found it difficult. She practised every day and was thrilled when she could eventually do it.

Alex asked a friend to show him how to make the 'twinkle stars'



Alex was asked to fill the bowl with water. He asked his friend to help him as he couldn't turn the tap & hold the bowl at the same time



These monkeys are much smaller than the ones in the other cage. They look very soft and furry!

Olaf worked with his friend to clean the guinea pig's cage. He pretended to be a zoo keeper + shirk the food. "Come on! Feeding time!" He later waited for his turn to handle the guinea pig which he did gently.



Starting point - -
A trip to the zoo.

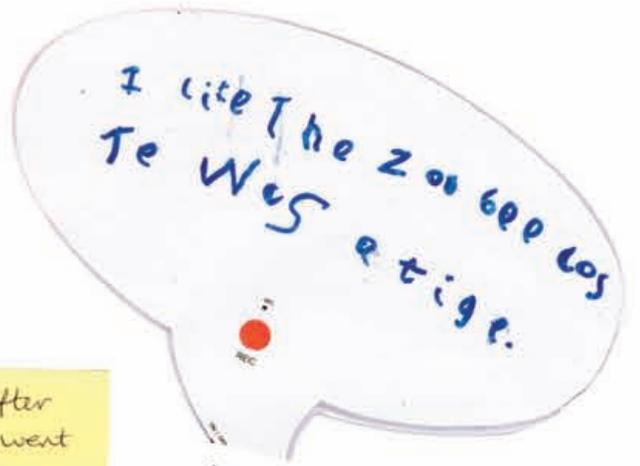


"This is lots of fun! I like playing with this. I can go really, really fast when I press this (the bar)." This was at the zoo play area, he had never ridden one before.

Olaf enjoyed choosing and mixing different ingredients. He related it back to the zoo. "Let's pretend we're making food for all the animals. I'm making this one for the monkeys 'cause they like sticky food."



Olaf's story - - -



The next day after the zoo trip, OF went on the computer, logged in and inserted these animal pictures into a Word document. He said that he liked the animals on the top line but not the ones on the bottom line. I asked about the camel and he nodded and said 'top!'.
de.

As part of a class activity focussing on things the children had enjoyed during the year, OF chose a speech bubble voice recorder. He spoke into it and then chose to write what he had said. "You can hear it and see it now," he said and gave it to the teacher.

OF had never been to the zoo before but was very excited as he loves animals.



OF talked about the goat's soft coat. He said he had stroked a goat when he visited Sacrewell Farm with his dad. He had fed the lambs and said it was 'lots of fun'.



OF picked up his clipboard after he had finished his picnic lunch. He drew some of the animals he had seen and asked MF for some help to write the word 'animals'. When he had finished he told MF the picture was for his mummy because she had been feeling poorly and a bit sad.

Drew this picture a month later and said to a friend "Do you remember ages ago when we went to the zoo? We went on the bus and saw loads of animals."



I like drawing animals

"It's a garden". Z worked with M to build 'a garden' using lego bricks and connectors. Shared ideas and resources.

Child Z

"We are making a castle wall...We need to share the bricks." Said Z as the boys started to take the girls' bricks.

"We've got a burglar alarm in our castle" and she pointed to a yellow brick.

Working closely with M, Z put out all the domes to create a play area outside. They took turns to place the domes around the edge.

Worked with Q to make a bed for the 3 bears' house using own ideas and materials self selected from the creative area.

"You put the pillow here. We need to stick it down." Then Z made a bow to make the bed 'look like mummy bear's bed'.

During child initiated activity, Z directed the play to make the three bear's house using large plastic bricks. They made an outline with plastic bricks, then used recycled materials to add 'cobblestones'. They left a gap for the 'doorway'. As Z was adding drainpipes, she said "Can you help me! It's too heavy to carry on my own."

K led a game of Simon says outdoors with a small group of friends. She explained the rules and reminded children to follow them during the game.

Selected a paint programme to use, but it was slow to start.

"It's loading" Z

"Everyone in the street was cheering" Z

[The Royal Wedding]

Manisha, Poppy and Ellie worked in a group to make an angel for the Christmas display in the hall. They discussed which materials to use for each part of the picture. Manisha suggested using handprints for the hair.



Home/school diary entries

On Saturday we went to Sundown. It was really good fun. The barrel ride was the best. Daddy got squirted by the crocodile and Uncle Glen lost his sunglasses in the water.

On Monday night it was Manisha's Brownie promise evening. She said her promise to the rest of the group and got given badge sash and a group badge. She did really well, we were very proud of her!

Context

Child initiated outdoor play

Observation

Manisha is in the outdoor area with the den making box. She shouts "Poppy, help me, I'm building a den to hide in." Poppy runs over to join her. "Put this blanket over the this box." Manisha unfolds the blanket and Poppy helps her drape it over the box. Manisha - "How can we fix it to the fence?" Poppy looks into the box and gets out the peg box. She takes one corner if the blanket and pegs it to the metal fence. Together they peg one edge of the blanket across the fence. Manisha crawls under blanket and sits on the floor in the den.



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