



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

Understanding the world

ELG14 – The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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. Focusing 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.

'B' helped to harvest the potatoes.

She was fascinated to find potatoes amongst the roots:

"These are roots. It's like hair that stays in the mud and keep it still. They drank the water to get big. I didn't think they would be red."

"We're gonna cook them up in water 'cos chips give you a big tummy. Chips are potatoes and bad to eat all the time."

Frozen Sea Creatures

Context: After a cold night, the children discovered that the outdoor water tray had frozen. The children are amazed to see that animals and sea creatures are stuck inside the ice.

During the observation, a small group of boys discuss and investigate how to 'free' the trapped sea creatures and animals. **Duration: 20 minutes+**

The group peer at the frozen surface and touch it with their hands. Child C taps it with his knuckles. Child L taps it with a toy hammer.

C: "We need to melt the animals out".

L "We need to warm them up..that will melt the ice."

The group discuss different ways to 'warm them up'

L: "We can blow them warm."

Child L blows on the ice and other children join in for several minutes.

C: "It's not working...Look the sun is coming out. The sun is hot. It can melt the ice."

The group work together to move the frozen water tray into the sunshine.

They return several times during the session to see if the ice is melting. When it eventually melts, they excitedly 'rescue' the animals.

Context

Oliver is digging in the growing box outside

Observation

Oliver is digging in the growing box during outdoor provision. He is digging a hole using the spade and the fork. I am planting herbs here'. Oliver digs one of the last year's herbs out of the box.

'Look its dying can you see the roots?.... can I have the watering can because it needs water'

He waters the herb and then says

'It will grow now it's had some water'

He continues to make more holes to put herbs in

Context – Parental contribution

Amber and I are sat looking at a science book

Observation

Amber said

'Mummy, the great white shark is the biggest shark that sometimes eats people and the blue whale is the biggest mammal and that mammals have to have warm blood and a spine'.

She showed me where her spine was (along with her heart, lungs, and brain!)

Context – Parental contribution

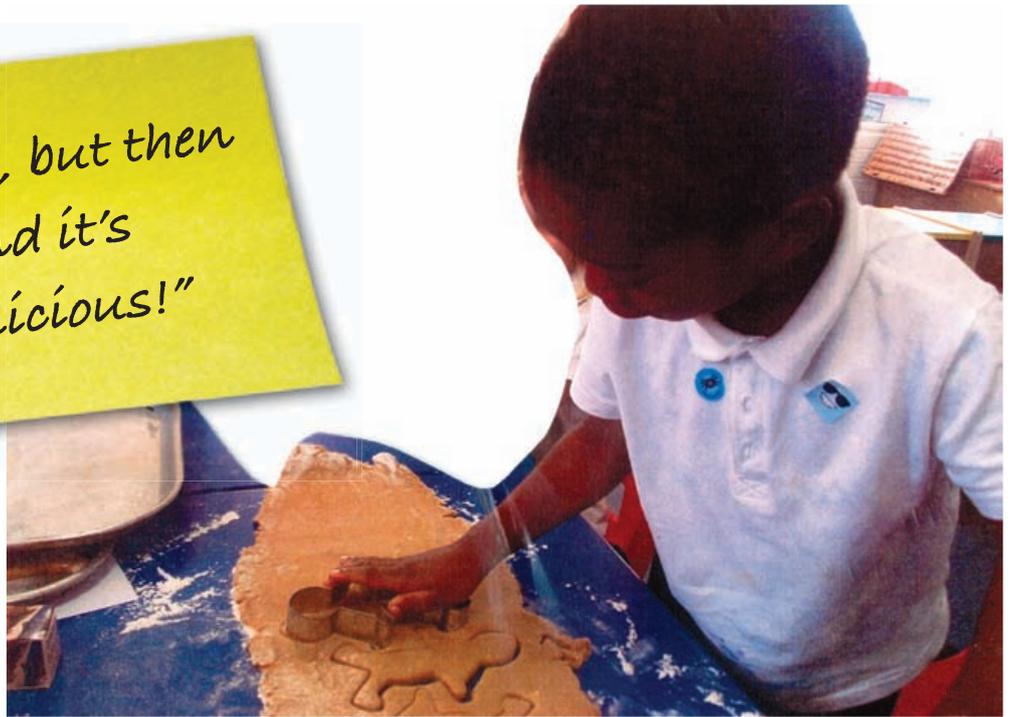
Amber is sat I the car. We are driving to the zoo.

Observation

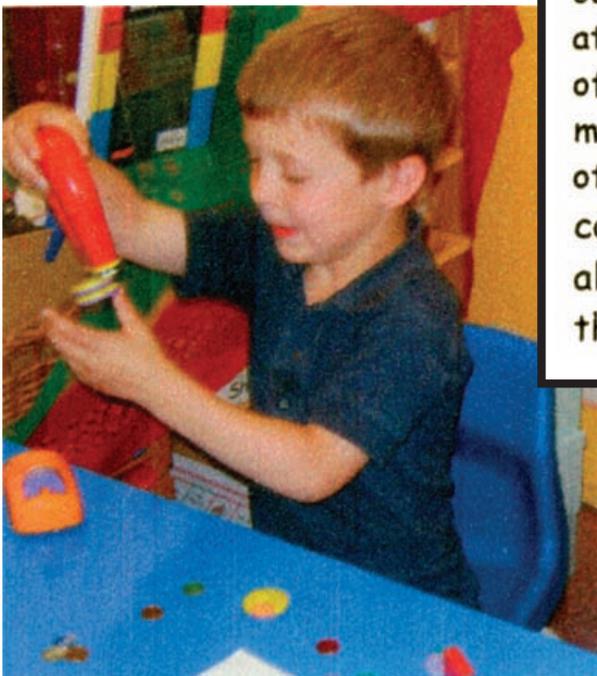
'Mummy, when the sun is up and we're awake, the moon is up and people are asleep on the other side of the world and when the moon is up and we're asleep here, people on the other side of the world are awake and the sun is up'

- "I like the park. I find conkers from the tree. There's sometimes conkers ready....when they fall they are ready".
- ----- made a house on the interactive white board. 'My house is joined to other houses. I live at no 110 my friend ___ lives next door. My door is white and her door is blue, so I did white and blue. My house is first because it is the oldest'.
- When handling fish a child commented" The octopus feels soft, gooey and squidgy. The fish feels hard and smooth. Is this the eye of the mackerel?
- Out in the playground one child to another child. 'Can you hear that chirping sound? It's a robin because it's got a red tummy. It's in that bush (pointing).'
- 'I'm not every going to touch the octopus it's slimely. She noticed the slits on its tummy. ' It's been cut by a sharp rock she told me.
- 'The sun is making the ice melt because the sun is hot and the ice is cold. It melts because it gets warm.'
- 'Electricity makes everything work in the classroom. It's kind of ... you know the plug, electricity comes from those plug things into the room. Electricity is in the wire.'
- 'When you push down the spring it jumps up.'

"It's squashy, but then it gets hot and it's hard and delicious!"



William chose to experiment with the magnets. He enjoyed finding out which objects would be attracted to the different types of magnets on offer. 'Horse shoe magnets are stronger than any other magnet,' he said confidently 'I've tested them all and it's harder to pull things off that one!'



He carefully studies the broad bean seed which had just started to sprout. 'I am amazed the root didn't come from this black bit on the bean ... I thought it would... that's why we do experiments to see if what we think happens!' said William.



Hannah re-created the visit to the woods. She gathered a range of materials, plants and objects to represent the woods.

She then drew a picture of the frog pond and her friends around the frog pond. Hannah pointed out the frog spawn which will turn into frogs.



Gracie and Monica looked at the things that I had frozen in blocks of ice. Gracie asked lots of questions about how I had made them and how the objects had “got inside”. She described the ice as “slippy” and saw how blocks of ice slipped off when she placed them on other blocks of ice. She predicted that the smallest block of ice would melt first and recognised that her fingers were making the ice melt as she touched it.



Finlay came up to me with a clear yoghurt pot and said; “do you think this will float with a car in it?” I explained what I thought would happen and asked Finlay how we could find out. Finlay said; “test it.” The water tray was outside and so Finlay went outside to test the yoghurt pot ‘ferry’. He came back in to me after a short time and told me that the yoghurt pot floated when by itself. When the car was inside Finlay said; “it sorts of floats and sort of sinks.” He explained that the yoghurt pot floated initially but then filled with water and sank. He speculated that this was because the car was too heavy. He decided to see if the yoghurt pot would remain floating if he put some lighter objects inside. He tried it with a playmobil man and then a glass nugget and it floated. He continued to experiment with different objects for the rest of the afternoon.

When Aiden was making a pond in the creative area he said, “let’s put frogs in the pond and let’s put tadpoles in the pond cause you don’t get one without the other.”

When Finlay was taking part in an adult-led activity to look at hen, duck and quail eggs, Finlay said; “they [the chickens] have to sit on the eggs to keep them warm – like a radiator”. He also said; “eggs are different colours. Ostrich eggs are big and spotty”.

When making egg sandwiches as part of a small group, Finlay commented on the differences between raw and cooked eggs; “the ‘jelly’ has turned white. The white bit isn’t runny. The yolk isn’t runny either”.

On a welly walk around the school grounds. Gracie spotted a lavender bush and said; “that’s lavender. I like the smell”.

Cameron pointed to some mushrooms growing outside and asked; “What are they?” Harriet answered; “They’re mushrooms. You can’t eat them. They may be poisonous.”

Jaden, Harriet, Monica and Poppy looked at the things we had put up from our 'Windy Day' box. Some of the comments they made are as follows;
Poppy; "Look at these Jaden [the wind chimes]. It makes a nice song".
Harriet; "When the wind blows it bangs on the wood".
Monica; "The wind makes it look like it's going up and down".
Jaden; "It goes up and down".

Following a trip to Farmer Nick's farm in Wrington, Harry said; "I liked the hares because they could run really fast. They are bigger than rabbits. They have long ears"



Jaden, Euan and Thomas used the guttering to shoot the cars up into the air today (instead of down). At one point Jaden said; "We have to shoot them up fast!"

Before a trip to Farmer Nick's farm in Wrington, we asked the children what they thought they would see. Abi said; "Lots of animals like muddy pigs and some cows being milked".

Finlay used a drainpipe and ball and experimented with how best to roll the ball down the pipe. He worked out that if he leant the drainpipe up against the fence and went the other side he could pop the ball in easily.



Finlay showed me a caterpillar he had spotted on a leaf in our outside classroom. I said; "I wonder what kind of butterfly it will turn into" and Finlay replied that he thought it would become one that looked like the caterpillar.

Context: Forest School afternoon

Jack and Anna worked together to build the den. Jack asked Anna to get some string. They held it and cut it together. They were talking to each other as they worked. "This makes the den stronger" said Jack. They asked the teacher to tie the knot. (... talks about the features of making a den strong)

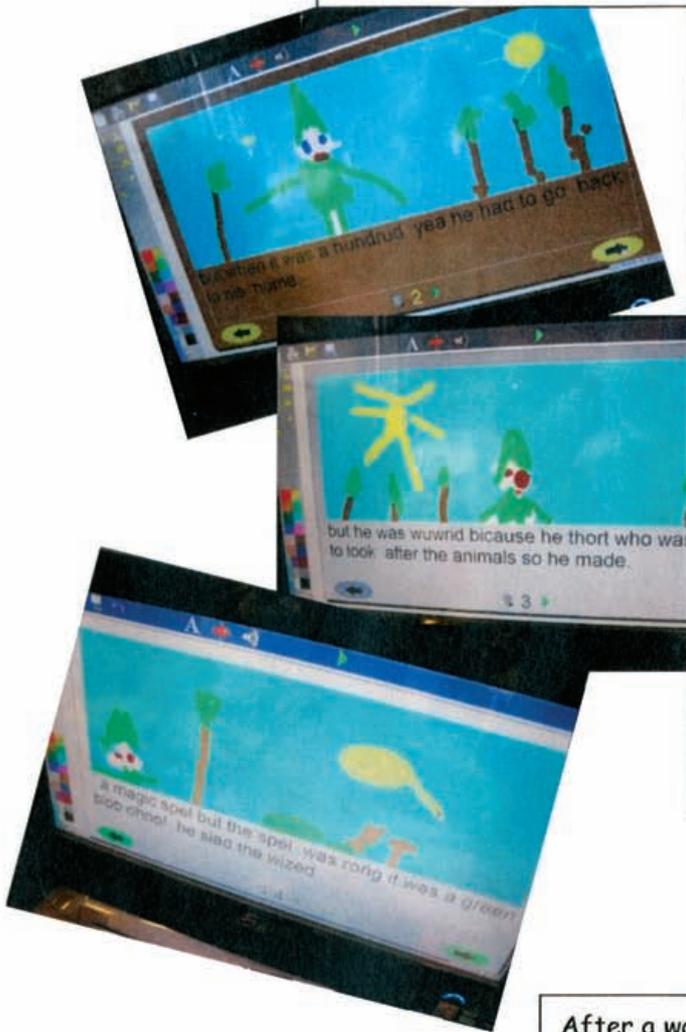


Georgina and Darcie carried the big log to the den. They knew they had to work together because it was so heavy. "This is the seat" said Darcie "because it is big". "Our den has a seat" she shouted to the class, Together they decided to put it at the side of the den.

"It's spikey and it
Smells funny!"
"I don't like it"



The Green dragon



Hannah had been to the woods with the rest of the class. Whilst they were in the woods they heard the story of the *Green Wizard* who looks after the animals who live there.

In the woods Hannah used the lego digital camera to record the events in the story.

In the small world area, Hannah created a woods environment and gathered small world forest animals. She made a nest for the owl, a hole for the rabbit and talked to the teacher about the places the animals chose to live. Hannah talked about camouflage and how the animals can hide in the woods.

Hannah then decided to write the story of the *Green wizard* using 2create a story.

The Frog Pond

After a walk around the school grounds and a visit to the pond, Hannah was very excited about the frogs she had seen all around and in the pond. She described how they hid under the water with only their noses peeking out. Hannah then went to the design table and created her own frog pond.



Hannah's Description of the Frog Pond

My frog pond is in the shade to keep the frogs cool. The frogs need logs to hide under and lily pads to jump on. The water is cool to keep their skin 'fresh.'

Context

Tyler started at the school in reception at the beginning of the year. He attended a pre-school for three sessions per week and spent the rest of the time at home with mum and younger brother Jack.

Tyler loves the outdoors and spends a lot of time exploring and investigating. He will spend quite a lot of time on his own but he is willing to allow other children to join him and play alongside him. Tyler is keen to discuss and share anything interesting that he finds. He will ask questions to clarify his thinking and find out more.

Tyler's parents provide a lot of experiences for him and he often has lots to say about outings they have been on. The family often go camping but he has also experienced travelling abroad for the first time this year.

Tyler is one of the school's eco-warriors which involves working with a group of children from across the school to look after the environment, making sure people recycle and save energy.

The Headteacher talked to the school about a recent trip to Sierra Leone. A picture was shown of the waste ground next to their 'link school' which showed lots of rubbish. When asked about what the children thought Tyler commented; "They need Eco-warriors like us to help keep it all clean and tidy."

Small group activity outside

Tyler was keen to join the group making the wormery. He handled the worms and said "It is wiggly and cold. It has lots of lines on its body." He noted that the worms had some difference in colour saying "Some are brown and some are pinky red."



In the outdoor area Tyler found a ladybird. He showed it to Miss Metcalf. "Look at this ladybird, it's got lots of spots". He counted 6 spots accurately. Tyler let the ladybird crawl on his hand. "Shall I find it a leaf to eat?" said Tyler. Billy joins them, "Here give it this." Billy gives Tyler a dandelion leaf. The ladybird opens its wings. Tyler - "Look Miss Metcalf it's trying to fly." Tyler decided to make a home for the ladybird and went to get a container to put the ladybird in.

The following week Tyler decided to look for ladybirds again. He looked on the plant and found one. He carefully put it on his hand and looked closely at it. "I'm going to put it in the water" he said. He then put the ladybird into the water stream. "It doesn't like it...it's dying" said Tyler and he got the ladybird out of the stream.



After sending a postcard from his holiday Tyler told the class all about his trip. "We stayed in a hotel. There was me and Jack, mummy, daddy and grandma. It was really hot and we had to use lots of sun cream. From our room we could see the sea and the beach. In the afternoon all the shops shut because the shop keepers have a sleep, it is called a siesta. I liked travelling on the aeroplane but it was a bit scary when we went through the clouds because the plane bumped around a lot."

Home/School Links

Things I like at home...

I like playing football with my dad and playing with my in the garden with Jack.

Things I like at school...

Playing outside, digging and going to the field. I really like Eco-club.

Things I think my child is good at...

Tyler loves to explore outside and is always asking questions about the bugs and insects he finds in the garden. He is really enjoying football now he has started going to football club on the weekend and is getting quite good. He is also really good at making sure we don't leave lights on and "save the environment" He takes being an eco-warrior very serious!

Whilst planting seeds in the vegetable garden Tyler compared the sizes of the seeds. "These seeds are very small." He was able to identify that the carrot and the broccoli seeds were much smaller than the pumpkin seeds. When asked he was able to count our ten pumpkin seeds.

Whilst working in the group Tyler was keen to discuss his previous experiences of gardening with his grandparents;

"I planted some seeds at Grandma's once. There was lettuce and sunflower's. Grandma was really cross because the snails and slugs ate the lettuce leaves but Granddad made some netting to go over them so they couldn't do it again".

Tyler regularly visited the vegetable garden to see how the plants were growing. He was observed commenting how the plants were "big now" and looked at the different shapes of the leaves on the different plants.



Tyler works as part of a group to make pancakes on Shrove Tuesday. He is able to use the whisk effectively to beat the eggs and talks about how the colour changes as the eggs are beaten. He passes the jug to Harry to allow him to have a turn at beating the eggs. When the flour is added to the mixture Tyler comments that the mixture is "thick and gloopy". When asked what will happen to the batter in the pan Tyler replies "it will turn into a pancake and won't be all runny anymore."

Observation notes:

Puts coat on and chose to go outside.
Chooses to play with the car mat and garage.
Rolls cars down the ramp.
Negotiates with AC which cars to have.
"Let's get ones with big wheels 'cause then they'll go really fast!"

Takes cars on a journey which leads to construction area.
points to a building of the Eiffel tower on display.
"Let's build that!"
Concentrates balancing bricks to construct a tall tower.
Refers back to the picture frequently. Looks at AC's building.
"I've done this massive tower. Look how high it is."
AC says "Mine's school. Look that's where Miss parks her car".
"You can tell mine's really far away 'cause it's got a spike on top. Yours hasn't."

Context and content of observation:

OUTSIDE AREA

It is a very windy day, the girls look in the storage boxes and take out ribbons on sticks. They carefully run around avoiding other children, changing direction and laughing at the ribbons flapping about in the wind.

AR: Look they are blowing in the wind. It's very windy today. They look like flags blowing.



Context: Outdoor Area Observer: GW
In the far corner of the mound child A and child B were working together digging a hole, looking for rabbits. They lay on their tummies and used trowels to dig the hole.
Adult: "Is that where the rabbits live then?"
Child A "Yes and they hop."
Child B "I have 1 in my garden, he visits."
Both children moved over to the bushes and began to collect leaves which they said were food for the rabbits. They moved back to the hole and pushed handfuls of leaves inside.

The Reptile Experience visit

ME was fascinated by the creatures and was enthusiastic to hold all of them, especially the Meer Car. She asked what the reptiles are and pulled a face saying "urgh" when she heard the answer. She laughed as she held the snake and described it as 'wriggly'. She said "I like all the reptiles".



DI

"We need to get the seeds ready first and then find some pots and a watering can for the water and then we will have everything ready. Just need soil then."



BC drew a picture of a flower. She looked carefully at the size and shape of the petals and leaves.

Alice

"I've made a kite, I'll make sure it gets very windy. It's different from Izzy's... I'll make sure this catches the wind and hold it here and it will fly.

Hold it and run!

I'm going to fly it outside, the tail will fly in the wind.

Alice and Izzy ran and held the kite up in the air but it didn't fly.

Alice - "I'm going to hang it here." (on the basketball basket)

"Ahh yes it's flying in the wind!"



Elise

"Miss Bennett, this morning the water was frozen, but it's water now"
Why did it change?

"It got hot and it melted... it got hot with the sun"

I asked if the sun had come out, did that mean it was summer?

"No! 'cos you can't get snow in the summer, and this was snow and iced. Maybe it's a little bit summer but most of it's winter and so it's winter, that's why."

Next, morning, Elise brought ice into school to show me it was winter.





Watching Frozen Planet (children creating their own landscapes, independent of help. They then embellished their work with objects and used the camera to take a photo)



"You have to put the seed in the compost..make a hole first..you have to wait for it to grow". JY

Me and mum planted sunflowers. We put seeds in, watered it and the sun came and a sunflower might grow." A

Context: planting sunflower seeds

After planting her sunflower seed, S said "We need to put it outside, the sunshine will make it grow".

"It needs water, but I think it's dead [leaves drooping] M

"Mrs M the moon came out first. It's too early for the moon to come out." J

"It's getting warmer and warmer. It's getting towards summer now." J

[Tasting fruit in a small group]

"smells like a special spray..you have to suck it" (lemon)

"if it's brown, it's sweet..shaped like a reindeer's claw" (banana) K

T recognised the wheelchair sign in the school car park.

"On the way home I noticed a tree and a church". T

Parent's comment: I is more and more curious in how everything works and asks more questions.

Q pointed to the black pipes outside school "go down the drain". Pointed to a CCTV camera "A camera is there" Pointed to a satellite dish "It's a satellite dish..for Sky"

S and M are looking at insects together in the wildlife area. "Put your eye in that [magnifying glass]. Is it big?"

"The felt tips are dry because someone left them open. I think the light makes them dry up." Q

[Observing insects in the wildlife area] "It's got 6 spots" (ladybird) "It's collecting nectar" (bee)
J

"The flour is soft". I

As she made biscuit dough S said "The butter is yellow and smooth"

Context: making biscuit dough

V noticed the 5 speed limit sign in the school car park.

"The cars can go at 5".

"The butter feels soft and cold." J



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