



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

Physical development

ELG05 – Health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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.

Corben read out the instructions to make a sandwich - from the jam.

When asked why we don't lick our fingers Corben replied:

"There's germs in your mouth and you don't want to get them on your sandwich."

During a visit from a refuse lorry, A asks the refuse collector how he keeps his hands clean when he is handling people's rubbish, demonstrating that he has a clear understanding of why good hygiene is important. A shows the ability to transfer his knowledge and apply it to a new context. A is interested as the refuse collector shows him how the small sink works.

B said:

"I'm going to put my milk carton in the plastic recycle tub."





Daniel was sitting at the snack table eating bananas and declared that they were his favourite fruit. He told the group that his mummy had told him that they were full of vitamins and were very healthy and good for you.

After playing in the outdoor classroom Daniel declared that he was hot and sweaty. 'All that running about has made me thirsty'. He then independently took himself off to the rolling snack table where he poured himself a drink of water. 'That's better, now I'm not thirsty anymore, he said to the adult.

On a cold day Ellie went to the cloakroom to put on her outdoor clothes. She returned to the classroom having managed to put on her coat, hat, gloves and scarf. She asked an adult to help her with some buttons as 'It is cold today and I need to have my coat done up to stop me being cold'.

On the given signal to get ready for snack time Tyler took himself to the cloakroom. He pressed the soap dispenser button and put a small amount of soap on his hand. He rubbed his hands together and then pressed the tap and rinsed his hands with water. He then used the drier to dry his hands. On finishing he knew he was ready for snack time.

Little Star Voucher

On (date) Mia (child's name)

Achieved Got out of the bath, dried →

Put her P.J's on and brushed her hair all by herself at home. 😊

We are all very proud and said 'you are a little star!'

Halle

"Vitamin C is in carrots.... fruit makes you grow.... I love spag. botog. I have it in the restaurant"

③

"I use mouthwash when everyone else can't and I use mouthwash before I come to school. You have to do this (action). You put a bit in + spit it out. Its good for your mouth + teeth"

"I need to wash my hands now" Eloise said after touching the hamster.

Halle

While discussing eating fruit Halle said "It's just like drinking orange juice but you have to brush your teeth because of sugar"

"My dad says mum needs to give me more healthy and strong food to get healthy and strong like fruit and not junk food." (His teenage diet fix)

Alfred sat at the snack table and told the adult that he loved milk as it was good for you. He knew that it made his bones grow strong and healthy.

Joe was able to undress himself independently for PE. He was able to take his sweatshirt off by taking out one arm and then using his free arm to pull out the other arm.

Charlotte knew that when she was exploring in the wooded area outside that she was allowed to climb up on the bottom part of the trees but that it would not be safe for her to climb any higher as she may fall out of the tree if she went too high and that 'I might hurt myself and then I would need to go to the medical room'.

*Samuel is too hot so he takes off his jumper:
"I'm going to hang my jumper on my peg."*

Samuel gets his gloves and coat and dresses himself to go outside.

Kamran is able to put his coat on and do up the zip independently. He is also able to take his shoes off, put them on the shelf and put his wellies on by himself when going to play outside. (J.B.)

When playing with the large wooden blocks outside today, Harriet knew that the children needed to play carefully because; "if we fall down we might break our bones". S.R.

Whilst playing in the outdoor classroom, Julia said; "Mrs Carlier, I am hot. Can I take my coat off please?" L.C.

When looking at vegetables, Edward thought that we eat vegetables because; "they are delicious and they are healthy for you". L.C.

S.W. Esme was asked "can you tell me how to stay healthy?" Esme replied "you got to eat healthy food like apples and oranges and a drink of water. Do exercise. Then you keep healthy. You need sleep to get energy."

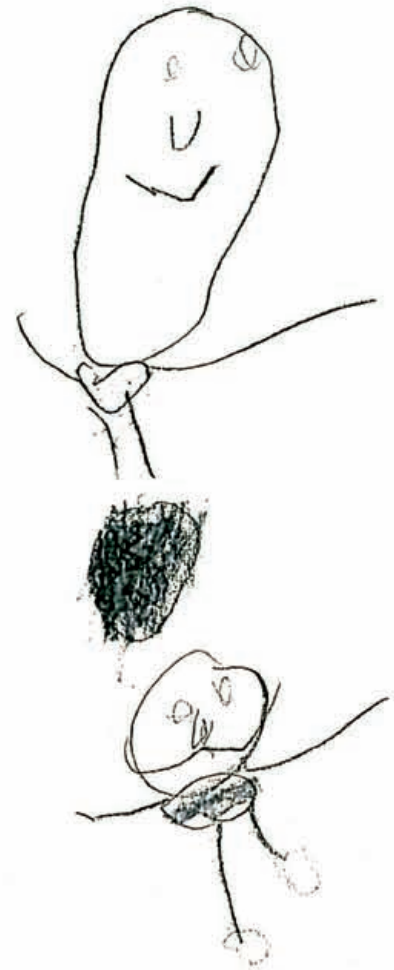
Kamran played with the large wooden blocks outside. Before he jumped from the structure the children had made he asked Thomas to move, keeping Thomas safe. S.R.

Whilst working on the wood work bench Nicholas independently took the safety goggles and put them on before he began to saw.



Observation:

Whilst in the home corner Nicholas independently changed into the Bob the Builder clothes. He was able to take off his own trousers and polo shirt and then put on Bobs shirt and dungarees. He then went over to the workbench and pretended to hammer some nails.



Alex is starting to recognise the changes that happen to his body when he is active. He told me his heart gets faster and you get muscles

When planting the coriander seeds Nicholas said "At home I planted carrot and broccoli seeds with my brother. Mum said they are healthy and will be ok for our five a day."



At the weekend we took Nicholas to Be Q to buy a hammer and a saw as he'd shown a real interest in woodwork at school. At the checkout, Nicholas said "Daddy I need some goggles to keep my eyes safe." So Nicholas and Dad went back to find some goggles.

Observation

After going to the toilet Harry can independently wash his own hands following the instructions on the wall. He also regularly reminds other class members.

"Mrs Bowers look the peas have grown.
Pea pod, pea pod,
pea pod" Nicholas laughs to himself.
"Mrs Bowers peas are good for you aren't they... they are one of your 5 a day"





Qobid formed some brilliant shapes today. Here he is showing off his fantastic balancing skills!



Qobid was able to climb and balance with great skill and imagination!



Qobid told me his tummy makes a funny loud noise when he's hungry. We talked about eating to be big and strong. "I'm big and strong because I sleep good and eat well and do some exercises" said Qobid. I asked him what exercises he does. Qobid showed me his star jumps, push ups, and body twists.



Qobid helped to cut the fruit for the snack table. He used the knife carefully and was able to cut the apple into regular sized pieces.

Qobid manages his own personal needs. He uses the toilet independently & flush and washes his hands afterwards. Qobid knows to wash his hands before eating



Qobid made soup today in the water tray! He used lots of different utensils and pots and pans. "It takes a long time to make it, then it will be hot". Qobid told me that his soup had vegetables in because they are good for you!

Qobid chose to play outside today. He put on his coat and fastened it himself. He chose some wellies and put them on, then put his shoes on the welly stand out of the way.

Qobid chose to ride on the large bike outdoors today. He was able to steer and control the bike and slowed down when someone crossed his path.

Qobid sat at the snack table with his friends, talking about which foods are healthy. "fruit is good for your tummy, but I can't bite pears because my teeth are too soggy". Qobid told me that sweets and chocolate are not good because they make your teeth go bad.

"I can get my coat on myself but it's a bit hard when the sleeve's inside out."

"I go to gymnastics, I can do press ups and cartwheels, exercise makes me healthy and strong."

"Handstands are good exercise, and stretching. I do warm ups to keep me fit and so I don't hurt my muscles."



*Leni goes to the toilet independently, washes and dries her hands and puts on her coat, she fastens the zip and goes outside.
"It's frosty out there, I'd better be careful so I don't slip."*

Milk is good for you, it makes your bones strong.

Fruit is good for you but I don't like it, I have vitamins to keep me healthy cos I don't like veg either!"

"You have to do exercise otherwise you won't get strong."



Observation:

Ruby is part of a group of children sitting around the table having snacks and talking together. Ruby pours water from the jug into the cups. "You need to walk to school twice a day," she says pointing to the signs about Walk on Wednesday (WOW). "You need to drink water every day and exercise every day to keep fit. I like vegetables – you need to eat vegetables as well." Yaqub looks at her and says "sweets and crisps are not good for you." "Only a little," says Amadon. Ruby finishes her apple and cup of water. She takes her cup over to the sink – turns the tap on and washes her cup. She places her cup on the draining board and picks up all the cups which have been left in the sink. She places them all on the draining board. Then she washes her hands with soap and pulls the paper towels from the holder on the wall. She dries her hands and throws the paper towels into the bin.

**EYFS team meeting:**

Ruby's teacher checks with the rest of the team that Ruby is managing the toilet independently and that she is able to put on and take off her coat. Ruby has also been observed helping another child with the buttons on her cardigan.



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