



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

Personal, social and emotional development

ELG08 – Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

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.

Snapshot Observation

Child John Date _____

Thomas was crying.
JC "Miss Vaughan, shall I wipe Thomas' tears away with my scarf?"



Road Sweeping.
Daniel W.
"Like TV Burp!"
I was watching him and Archie trying to get around with a long brush on the two-seater bike.
I said it was like watching telly.

Snack time: Polly helped give out the snack and helped the nursery children cut their toast. One child was very upset and she distracted her by singing a song.

Snapshot Observation

Child Charlotte Date _____

OG - "Erm, its not fair, we've got 19 blocks but they've got more."
OG - "This is where the dogs come in and when they get bigger, you can take it off."
(Blocks)

Context: The role play area had been developed into an Animal clinic linked to a recent visit by a vet. Child S chatted to the practitioner as she played.

What happens/happened:

S was dressed as a vet in the Animal Clinic, playing alone.
"Look I'm a vet!" she pointed to her uniform.
I handed her 3 tortoises.
"What's the matter with these?" she said.
I told her they were squashed under the cushion.
"Oh! That must mean it's serious!"
"I think they have broken hearts" she said as she examined them.
How are you going to fix that I asked.
"I'll put a plaster on and give them a big hug!"

- --- is throwing beanbags into a net with another girl. She is cheering the girl each time she gets one in the net.
- On the computer a child is offering advice as to where the number is and where it should go waiting his turn patiently.
- ---- and her friend made this car using the wooden blocks. 'We're going somewhere nice for lunch', she told the adult.
- 'Do you like my sunglasses' ----- showed how she made her glasses from stickle bricks.
- Helping another child get across the balancing beams on the playground. She's holding her hand when she gets all the way across.
- A child was giving a friend a helping hand and reassurance (when walking along small posts), 'Its ok you can do it, I'm not going to let go!'

**This certificate is awarded to
Eva**

For keeping the Golden Rule

 **We are kind and helpful** 

Eva noticed Francesca had painted a fantastic picture on the computer and went over to say 'That's a brilliant picture!'. We have been talking a lot about how to be a good and kind friend. Well done Eva!

E and B are exploring how the pulley system works. They have attached a bucket and have realised they can transport items from one side of the quad to the other.

E goes to the other side, "I'll put the things in."

B: "Okay – then I'll collect it on this side!"

They work well together, B saying "Okay, well done, good job" as it pulls from left to right.

M joins, "can I pull that?"

B: "Yes, okay, I'll sort the objects as they arrive."

B (to Miss Donald): "We are a good team."

E shouts that he wants to send some dinosaurs.

B is collecting items in milk crates. When the dinosaur arrives, it falls through.

M says they are "too small."

E says "oh..."

B says "just send the big ones."

E: "We haven't got many of them."

B: "That's okay, just keep going."

Using the big wooden blocks a group of children worked together to build a house.

Emily "Come on. Let's build a house."

Tom "This is a building site for building houses."

Charlie "Right Tom. I need a plank. It will help us."

Josh "Do you want one like this?"

Charlie "No. A long one."

Josh "Okay."

Emily picked up a long plank.

Emily "Where shall I put this?"

Josh "Here."

Charlie "Oh dear. It dropped on my foot. This (looking at the building) is not big enough yet."

John "Phew. This is heavy".

Emily "I'm putting the roof on now."

Charlie "Be careful".

Emily "We can crawl under."

Tom "We have to take the roof off to mend the water pipes. They have a leak."

John "Oh no. That means water will be coming out."

Josh "You have to be careful on the building site."

Tom "We are a good team."

Emily "This plank is too long."

Tom "Our house."

When Ella was 'stuck' on top of the large wooden block structure outside, Cameron told Ella how to get down. He described how she needed to turn around and how she should put her foot into one of the hollow blocks and then step down from there.

When Jaden and Julia were fishing for letters in the water tray they negotiated which fishing rods they had;

Julia to Jaden; "Do you want a red one? Can I have a blue one?"

Jaden gave Julia a blue fishing rod and Julia gave Jaden a red fishing rod.

Jaden said; "That's fair!" because they both had two fishing rods of the same colour.

When playing a number game, with a small group of children, Ben said "after me it is Poppy and then it's Olivia and then me again and then we go around again."

George came into school crying. Ben went up to George and said, "It is okay. I will look after you and play with you today. We will have fun".

Zak came up to me when we were playing outside and said; "There's something wrong with that girl (he pointed to Harriet). She's walking around like this" and showed me with his body that she was walking with her head down, her shoulders hunched and a sad face.

When Edward fell over outside, Kieron said; "are you O.K. Edward?"



HA loved pretending to be a dragon with his friend. They used a big tree branch as the tail. They took turns to be at the front.

KE showed concern when her friend fell off the tyres. She put her arm around her, took her to first aid + said "Are you ok? Does it hurt a bit?"

SH played with 3 friends setting the table in the outside house. They made sure there were 4 chairs, then SH handed out a cup, plate + cutlery to everyone. She looked around to make sure everyone had everything. Another friend came in the house and asked to play. SH said "okay but you'll have to share my stuff." Later the friend finds a stool + SH tells her it's a good idea.

DI asked
"Does he help with
your shopping?" when
a blind visitor came
in with her dog.



HA worked out with his friends how
to make an obstacle course.
"Let's put the plank on top of that
bit so it makes a slide." When his
friend comes to help him lift it he says
"Thanks LU! It's really heavy." Later
HA shows his friends the different
parts of the course. "Miss do you want
a go? It's very tricky so be careful!"

Context: There is a deaf child in the class who wears hearing aids. Staff wear a microphone device to magnify sound for him. The class are learning some sign language.

RI: Mrs H, you wear the microphone so that DA can hear better.

Mrs H: That's right RI

RI: Why are you not wearing it today?

Mrs H: Because DA is at the Audiology clinic

RI: What's that?

Mrs H: It's where DA goes to get his ears and hearing aids checked.

RI: I hope he will be back this afternoon.

DI took it in
turns to pull his
friend in a wagon
"Now you can sit
down and I'll
pull you!"

Long observation during child-initiated activity

In the outdoor area Georgia and Lois are dancing on the stage. They each have ribbon sticks and move them to the rhythm of the music. When the track ends Lois says "Put that one on again, I like it." Georgia uses the rewind button and selects the track again. The girls both dance again. When the track finished Georgia says "Lets ask if we can make a video like Miss Tate did last week". Georgia goes inside and asks Miss Tate if we can use the video on her camera to record hers and Lois' dance. Miss Tate sets the camera to video mode and tells Georgia how to start recording. "Let's take it in turns. You video me first, then I'll do you." Georgia shows Lois how to start recoding. The girls record each others dance.

At the end of the day during story time, Georgia asked to show their video to the class.

At the snack table
Jemimah said
"I'm going to save this
apple for Kira because
she doesn't like oranges."

Observation:

During anti-bullying week Anya chose to make a friendship bracelet. "This is for Carrie, she's my best friend." She threaded the beads in a repeating pattern. When asked about her pattern she said "It's pink, purple, pink, purple. They are Carrie's favourite colours."

Cameron
"Will Mrs Johnson
be back tomorrow?
I've missed her today"

"I'm going to make
her a get well
card."

Hannah asked to put Georgia's name in The Golden Book because "She saw I was upset at playtime and asked me to play with her".



L could not remember how to write his name. He told his friend 'I can't remember the last bit'. His friend suggested he could find his name to copy.

During carpet time L said 'Shall I help Alex to make good choices. I'm his friend now.' 'Come on Alex' 'Good sitting now.'

"I did one, then J, then me. We take turns'.

'We should ask nicely 'cause we do that at school, don't we?'

I noticed that R was upset. The children were making Lego aeroplanes. R geshured that she wanted an aeroplane. I said 'I will ask L if she doesn't want it anymore and give it to her or I will make her one.'

Following a walk around the local village L worked with a friend to create their own village map. They worked together incorporating each other's ideas. "I'm doing a park and M's put a swimming pool there."

L noticed two boys who both wanted the spade. He suggested 'I know you could dig and then you.'



Standards
& Testing
Agency

© Crown copyright 2014

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at Standards and Testing Agency, 53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH.

This document is also available from our website at www.gov.uk/STA.