



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

## Expressive arts and design

### ELG17 – Being imaginative

**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.**

## **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.

**Context:**

Georgia is able to demonstrate her imaginative skills through her modelling and role play. She enjoys sharing stories with both adults and peers and she is able to recreate / develop roles throughout the environment, for example, in the home corner, on the stage and when playing with the puppet theatre.

Georgia is often observed in the outdoor environment practising her dance moves and enjoys teaching the others what she has learnt at dance class the previous week! She is clearly developing a specific taste in music as when dancing she seems to prefer music which has a faster beat.

During child initiated activities Georgia can often be found exploring and experimenting with the paints, glue and fabrics. She enjoys creating her own collages and is happy to talk about her work with both peers and adults within the class.

Recently Georgia has shown a growing interest in recording her work and that of her peers through the use of the digital camera. Georgia is able to use the digital camera confidently to take pictures. Georgia is able to identify the image she would like to take and, with the aid of the adult, she can download her work and share it with the rest of the group on the interactive white board.

**Observation:**

*Georgia asked Mrs Kay if she could use the digital camera. Georgia confidently took a picture of her model and showed the image back to the teacher. Mrs Kay helped Georgia download the image so that it could be shared with the class on the interactive whiteboard. Georgia confidently discussed her work with the class.*

**Observation:**

*Georgia mixed the powder paints independently knowing the sequence "water, sponge and paint mix."*

**Observation:**

*Whilst in the home corner Georgia selected the different fruits she would like to take to her friend Charlotte. Whilst she did this she was able to tell Yasmin why Charlotte would like the tangy purple passion fruit.*

**Context:**

During focused group activities Georgia has been talking about seasons and change. She has enjoyed talking about the changes in weather and how this impacts on her everyday life. She has been particularly interested in the changes of colour.

**Observation:**

After collecting twigs and bark from outside with Florrie, Georgia took the powder paints and began to mix the yellow, blue and red together. Once she had achieved the correct shade of brown, and it was of the right consistency, Georgia painted the bark, stating "this is tricky as the bark is all bumpy." Georgia persevered and then moved onto painting the twig. Once complete Georgia used the bark and twigs in her autumn picture collage.

**Observation:**

*Whilst outside playing with the scarves Georgia selects a pop CD and places it in the CD player. Charlotte says "put on track 12, that's my favourite." Georgia finds the song and says "yeah I like this song, it's fast." Together they dance with the scarves in time to the music. As the song finishes a slower song starts. Georgia stops dancing and says "this song is too slow, lets do the other song again?" The girls repeated the dance for song 12.*



**Home School Links**

**Name:** Georgia

**What do I enjoy when I am at School**

- \* I like dancing to the pop music outside on the stage.*
- \* I like taking pictures with Mrs Frary on the digital camera. I like to talk about them on the interactive white board.*

**What do I enjoy when I am at home**

- \* I like playing with my puppet theatre. My sister likes to play with me.*
- \* I like helping daddy when he is taking pictures with his camera.*

**Three things my parents say I am good at...**

- \* Playing with her older sister when telling stories using the puppet theatre.*
- \* Dancing.*
- \* "Drawing, cutting and sticking" using things from the "making box."*

**Something me and my family think I would really like to learn more about at school...**

- \* Continue to develop Georgia's interest in stories and how she uses this in all aspects of her work.*

**Home / School Links:**

**Achievement:** Georgia achieved her Grade 1 dance award this weekend. Mummy and Daddy are proud of her.





During free flow time Kelise was at a table cutting out spiral shapes that had been pre-drawn for firework pictures. She stood at the table and cut out her spiral, when finished she put it up to her head and said it looked like hair. She then went and found some paper and made a headband and stuck the spiral on to the band and declared that she was now Rapunzel. She then repeated the action twice more until she had three long strands of paper hanging from her headband. She then went outside and climbed up into the small house at the top of the slide and put her head out ensuring that the long paper hair strands were hanging down. 'Now I'm Rapunzel in her castle'.

During free flow time Isabelle visited the creative are and found a card that had been discarded from a game. Isabelle picked it up and held it up, she folded it around to join the edges and said it looked like a lantern that her family had in the garden during the summer. She found the glue and stuck it together. She then said she need some 'soft yellow paper' to make it look like a light. She self selected some yellow tissue paper and stuck it onto the inside of her lantern. She was extremely proud of her achievement and proudly took it home at the end of the day and told the adult that she had 'designed' a lantern.



Beth selected a programme on 2Simple. She explored a variety of tools and exclaimed, 'fireworks without the bang!' She selected different colours and sizes to create an explosion of colour just like the fireworks she saw on the telly.





When the painting was finished they realised that it was too wet to use as a rocket.

Emily declared that it needed drying off. She reached for some paper and started fanning it quickly, other children came and joined in. 'It's still too wet!'

She turned to the adult and asked her if she had a hair dryer in school. The adult replied that she hadn't but she did know where there was a dryer in school. Emily jumped up and took the box into the cloakroom and placed it under the hand drier. She was thrilled when the paint was dry and the children spent some considerable time role-playing in the box and going off to the moon.

Zain comes into reception with his dad. He is carrying a shield which he had made at home using paper, sellotape and felt-tips. He tells the teacher, "it's a shield to fight the baddies." Zain's dad says that he is always having to bring scrap paper home from the office for Zain to make things with. He is always making props at home to go with his superhero play. The next day, Zain makes a cape out of paper. He says, "I've made a cape. If you press this sellotape button and then the fighting things come out of my cape when I say it. When I take it off I load this point and it turns into a sword."





During time when the group were working on the story of the Three Little Pigs a group of boys declared that they wanted to be builders. They discussed that they wanted to make strong houses made from bricks. They organised themselves to go outside and requested the builders role play box. They used the equipment and put on hats and then proceeded to act out building a wall, using a trowel to put on the cement and to smooth it down.

Maddison takes on the role of the foreman when she is working in the role play construction site. She tells Joe that during the night part of the building had collapsed and that the job he had to do today was to make the area safe. She told him that she had already put up the danger sign to warn others not to come too close.

Hannah found some paper that had a brick pattern printed on it. She then found a large box and declared that she was going to make a model of her bedroom. She carefully covered the inside of her box with the paper. When she had finished with the box she used the small world furniture to furnish the room with appropriate furniture.

Charlie listed the things that he would put in his knapsack when he was acting out the part of the third little pig. He commented that he would need some clothes to wear, some food to eat and that he would need to take a toothbrush so that he could clean his teeth.





Hireh spent sustained time using blocks to make a spacecraft – showed knowledge of main features of symmetry, wings, and cockpit.



Hireh worked away quietly on the craft table, eventually emerging with a blue spider – completely independent work!



Hireh collected leaves and berries from the bushes for friends to support their role playing (making 'soup').



Hireh spent a long time making a bridge from our outdoor wooden blocks. Hireh was very proud of his creation and insisted on a photo when finished.



Hireh watched friends rolling tyres, and became very excited when he realised that he was able to roll a tyre too!



Hireh joined in with friends playing bat and ball, good range of skills evident.



A wanted to make a band. He got the music box out and called some friends over.  
“Which instrument do you want to use?”

Instruments were chosen and swapped around for the best sound!

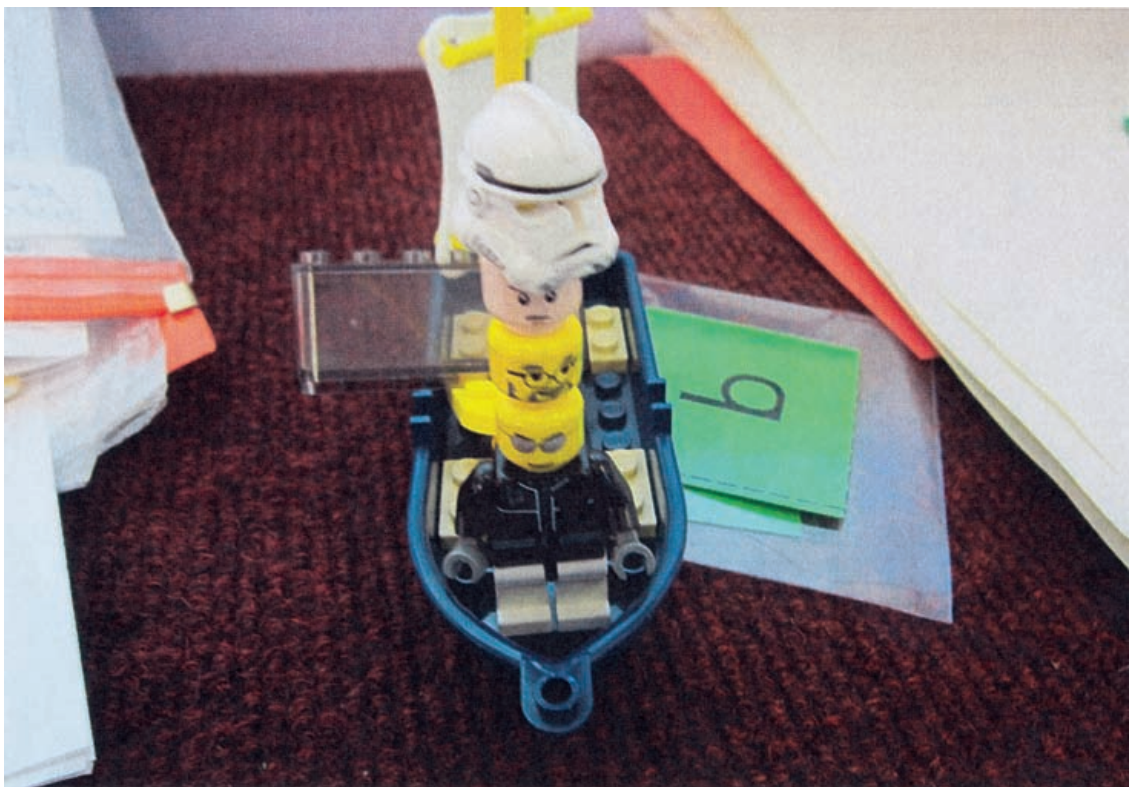
“Oh listen, this one is better than the castanets.”

The boys used the instruments and, after trying a few, they agreed on a short tune!

A thought it would be a good idea to make up a dance to go with their music.

“I think we should do a dance as well.”

A got his friends to take turns to come to the front and do their own dance.



“I’ve made a storm trooper boat.”

Oscar then placed the model on the steps.

“It’s a new storm trooper for the new Star Wars film. They are making a new film, I’ve seen the advert on my tele at home. I think there will be a boat in the new film because there are space ships and ships are boats.”



Outside area –

PW started making a wall across the corner of the playground by standing bread baskets on end. Kiera suggested they should be fixed together so they didn't fall down. Said it could be a sheep pen.

*"They need a bedroom too."*

Positioned more baskets to create a separate area. Found fabric to put on the floor and an old coat which she asked for help in draping over the top, 'so the rain doesn't come in'.

*"We need a door so people can go in and out."*

Collected a toy sheep and dog to put in the 'bedroom'. Made tickets with a 1, which she wrote on as the admission was £1! Also wrote a reminder note to Mrs Francis to bring her sheep crook and pictures of her dogs.





Cameron drew a monster on a whiteboard in the outdoor classroom alongside Corey (child initiated). I asked if the lines he was drawing were the monster's hair and he laughed and said; "No! His feet!" He made a roaring sound when he had finished his monster and then rubbed it off his board saying; "I rubbed it away!"



Cameron then began to draw a second monster on his whiteboard and said; "This one's going to look really funny... lots of teeth. He's eating a burger [as Corey's monster was too]. I'm going to do lots of teeth and then he's eating a burger." Cameron made each tooth by drawing a line from the top to the bottom of the monster's mouth.



Kieron and Edward drew alongside each other at the art table (child initiated). Kieron spoke as he drew saying; "It's Jordan my brother and he's wearing a costume – he's the Hulk... This is me and my body's going to be red".

Kieron got some paper and began to draw. As he drew he said; "I'm drawing a baddie and he's called 'Magold' 'cause he's gold." Kieron continued to draw and colour and then said (in a different voice); "What are you doing on my planet? I'm too powerful." To me he said; "He said he's too powerful, but he's not." Kieron carried on drawing and said; "One, two, three, four, next fingers. He's got one eye. Actually, I'll count them again – five fingers." Kieron began to draw a new character and talked to himself as he did so; "Green, green, yeah, green. That's one of his eyes there, smiley mouth and a nose there and a bit of a body – green." Kieron drew for over ten minutes, talking about his drawing as he did so. Child initiated.



Edward and Thomas played in the 'vets' together (child initiated). The following formed part of their conversation as they played (J.B.);

Thomas; "Hello, my pet's [a tortoise] got hurt again".

Edward; "What's your name?"

Thomas; "Thomas Taylor".

Edward; "What does it start with?"

Thomas; "'T' [sound]". Edward types on the computer.

Edward; "Come back later today at six o'clock".

Thomas; "Thanks... He's hurt on his nose".

Edward; "I know what to do. I've got a plaster". Edward mimes putting a plaster on the tortoise's nose.

Edward; "Bye!"

Thomas; "Bye!"

Gracie and Poppy were playing 'Princesses' outside (child initiated). Poppy said; "Watch out! You're going to fall in the deep blue sea!" and "When the sun sets you will be asleep for ever!" Gracie said; "Let's pretend this is the castle." Later Poppy told me that they were playing "Sleeping Beauty" and that she was the "evil witch." Gracie was Sleeping Beauty and Poppy told her; "now the Prince is going to kiss you Sleeping Beauty." Corey joined the game and said; "wake up Sleeping Beauty!"

Cameron and Jaden played with the builders tools (child initiated). The following formed part of their conversation as they played;

Cameron; "We're building a shelf."

Cameron; "I need some nails."

Jaden; "I'll do this bit."

Cameron; "Will everything fit in here?"

Cameron; "I need the drill."

Jaden; "I've got two screwdrivers."

Cameron; "I want that nail."

Cameron; "You might need one of these, Jaden."

Jaden; "It's finished!"

Cameron; "O.K."

Taylor brought me a picture she had drawn and asked me to "spot the difference". I had to say what things were different about the flowers. I found several differences and Taylor added some more; "it hasn't got leaves" and "the petals are bigger"





I chose to work in the Chinese takeaway. She dressed up then went to the desk.

"Noodles please."

"You have to pay. It is pretend money."

She then went to wait for her order. She stayed in role in the restaurant, 'eating' with chopsticks. Sometimes asking for more food from the waiter, sometimes returning to the desk to place an order.



I was in the reading corner with P holding one of the hand puppets. She held the puppet carefully and sang 'Rock-a-bye baby' beautifully.

"Here's his pillow" I said as she laid the lamb on the pillow.

"This needs to be wrapped around him" P said.

"Night, night, I'll stay here" said I as she got a book.

I then said "Mummy".

"I'll stay here" P said. I then pretended to try and sit on P's knee.

"Stay there" P said in a gentle voice. I asked I what she was pretending to be, and she said a cat.



Sally and I were working with a group of children in the movement play area.

S: "we're sailing away."

I: "This is the area where I can dance." She said as she twirled around completely engaged in dancing.

S: "But we need to sail away." I got back on the boat.

S: "get back on board."

S: "waves, waves, waves" she said as she used the oar to lift scarves in the air in time to the music.

I then jumped out of the boat again and began dancing energetically with Ruby as the music had become faster.

S: "We're sailing back. Hey, you'll get stuck in the water."

Sally and I continued in these roles for a whole class session, taking turns at different roles and involving other children.

I: "please can we be dragons and make music?"  
I then asked Ruby to join her and, as their play began, Leyla and Gracie joined.

I: "some of us need to make music and some of us need to dance. Let's take turns and work as a team."

The girls then took turns, alternating between music-making and dancing. They kept a steady rhythm with the instruments and, when dancing, bobbed up and down in time to the music.

They used a range of instruments selected from the music box. Their play was sustained.

Their work was in response to work done several weeks earlier, on the Chinese new year.







"5 little butterflies went flying one day over the clouds and far away..."



*Hannah makes up her own story using 'The hungry caterpillar' as a reference. She uses play food to represent the foods in the original story then uses the framework to include her own favourite foods. She acts out her new story to a group of children in the class.*

*Hannah makes a 'beautiful butterfly' using a variety of materials and uses glue and scissors effectively.*

*She composes a butterfly song and dance making her own music and directing others.*

*Hannah represents her own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.*

**"There was once a cocoon lying on top of a beautiful butterfly...**

**I know, we can have tinkly sounds for the butterfly's wings.**

**I saw a butterfly she was so beautiful in the light of the moon."**





"Mrs Higgins - This is my mermaid Christmas picture. The mermaid has put up her Christmas decorations under the sea."



A has been living in Vienna and has been in England for nine months. He speaks German and Greek. He is rapidly learning English.

A is a very creative little boy and loves to create things.

A made a model of the Millennium bridge out of plasticine.

"This is the bridge on the river, it can go up like this and it can go down. It will let the boats come in"

I asked A if he had made the Millennium bridge

"yes that is right, it is near here"

Another day A came out to show me Pinocchio.

"Look I have made Pinocchio. His nose gets big"

A made a mask for Halloween.

"It is a monster, grrr. Do you like it?"



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

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