



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

Understanding the world

ELG13 – People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

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: Four girls play in the role play baby area.

Duration: 30+ minutes Pr: practitioner

A: "They're asleep. My baby's grown up, she's 4."

P: "My baby's only little. She's 1. How old is your baby L?"

L: "She's 8. My sister's 8."

P: "But my sister's bigger. She's called Sophie".

L: "I'm going to put her to sleep in the cot".

S: "Put her there."

L: "She's heavy." *L puts the baby's toys and bottles next to the baby.*

S: "Put the bottle there". *S points to the cot pillow.....*

L: "She wants some dinner".

Pr: "What does she want?"

L: "She wants custard. Like that baby up there." *S points to a baby photo on the wall*

"That's me a long, long time ago. I was two."

L collects a knife, fork, spoon and dish.

L speaks to the baby "I'll cut it up". She stirs the food in the dish and continues to feed the baby as she speaks to S.

"Look there's S". *She points to S's baby photo on the wall as she continues to feed the baby.*

"One more, no two more, no four more, 1,2,3,4". *L accurately counts as she feeds the baby.*

Pr: "Do you need help to get her wind up?". *L nods and the Practitioner demonstrates how to wind the baby. L copies the action.*

"Oh yes they burp and then you have to put them to bed."

19.01.10 Julia and Gracie are playing 'schools' in the 'office' role play area.

1:25

Julia is pretending to be a teacher taking the register. She makes ticks on a piece of paper after calling out different children's names. Gracie answers her and whispers suggestions for different names.

Julia; "Good morning, Julia... Good morning" and giggles. "I like it more when people call me 'Sisi', my Poland name." She comes to the window of the role play area and says to me; "Can I be Sisi, Mrs Carlier? I like it more."

Julia counts the ticks on her 'register' and says; "Our class is twenty... No, eleven."

Julia; "Pretend everybody Polish. To be Polish you have to come from Poland."

Gracie; "Say things in Polish. Do your name in Poland."

Julia; "I will show you how to write my name in Poland."

1:31

Julia; "My name is 'Sisi' – it starts with a 'S' [sound]." She begins to do the register again and the girls giggle when they say 'nonsense' names. Julia counts "twenty-four" ticks. Julia begins to do a dinner register and asks me what to write for packed lunches. I say "'s' [sound] for sandwiches."

Gracie asks; "Is 'hot school dinners' a 'h' [sound]?"

1:35

Gracie and Julia write down numbers and ask me what numbers they have written. Gracie's number is eleven million, two hundred and seventeen thousand, three hundred and eight.

Julia wrote three hundred and twenty-seven thousand.

Gracie said; "That's smaller than mine."

Gracie; (Looking at the clock) "It's time to go home – you have to ring the tambourine."

(L.C.)

29.04.10 Euan came up to me and said; "Guess what, Mrs Carlier – this is exciting! I've got new socks because I'm getting holes in my socks like my brother." Child initiated (L.C.)

11.09.09 Cameron told me that his Mummy was going to a hotel for two nights and that because of this he was going to his Nanny's for two nights (child initiated). S.R.

When talking about Christmas Amelia said "I have to wait to open my presents til after dinner". Ben said "that must be hard Amelia". Amelia replied "its cause my Daddy is a fireman and he has to go to work and he would be sad if we opened them and he wasn't there." Ben said "that is kind. We open ours in the morning."

Ben said "when I went to George's house we had to play in the toy room and not in the living room like in my house."

Context

Finlay joined the school at the beginning of F1. Before starting at the school he spent three days a week with a local childminder. He is collected by the childminder two days per week. The childminder has close links with the school and is keen to extend children's experiences during sessions in her care.

Finlay is an only child but has a large extended family with cousins in the school. He spends a lot of time with his wider family and often has lots to say about times when they have all been together at the weekends or during the holidays.

As his father travel a lot with work Finlay is often keen to talk about places his dad has been to.

Finlay has a large group of friends and gets on well with other children. He is always willing to offer help to both adults and children. He enjoys talking about the things he has done at home.

Finlay is a member of the local Beaver group and goes to the out-of-school football club.

Observation during child-initiated play

Finlay and Oliver are sitting in the book area looking at books and talking about the pictures. Finlay says "There's a big dog in my book, he's going to bite the mister." He turns to Oliver and says "My dad got bit by a dog once when he was little. He had to go to the hospital and have an injection."

Incidental observations

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

Observation during child-initiated play

Whilst playing in the home corner Finlay picks up the takeaway menus. "I don't like Indian food like daddy does. I tried it but it was too spicy. I like Chinese noodles like mummy!"

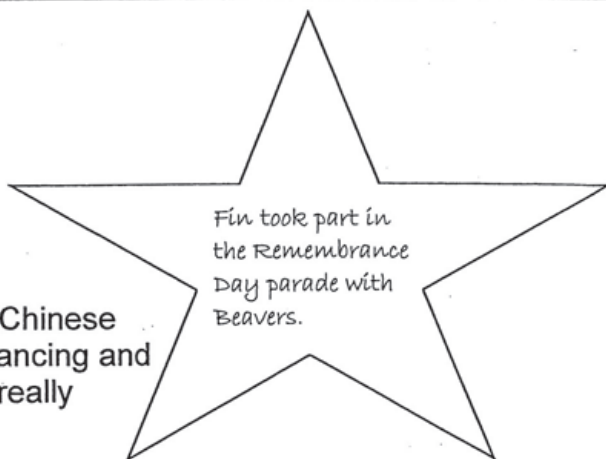
Context - Large group morning circle time session.

During circle time Finlay was keen to tell the rest of the group about his Uncle Dan's visit from America. "My Uncle Dan is staying at my house. He is from America. It took him 10 hours to get here on an aeroplane. When I am bigger he said I can go and stay at his house. Mummy won't want to come though because she doesn't like going on aeroplanes."

Parent voice

Home/school diary entry - On Saturday Finlay made a birthday card for Granny's 60th birthday. He took it to her party on Sunday. She was really pleased with it!

Conversation with parents at the beginning of the day-
"Fin had a great time at Beavers last night. They had a Chinese New Year party. They were all doing Chinese dragon dancing and Fin was at the front as the head of the dragon. He was really good at it."



Hearing Dogs

During a visit from Mr Perry and Alfie his hearing dog, Finlay was keen to ask questions and inquisitive about what it must be like to be deaf. He asked Mr Perry "What does Alfie do when the door bell rings?" and wanted to know how the dog helped deaf people cross the road.

A few days later, whilst sitting with Miss Metcalf, Finlay said "I think Alfie is a really clever doggy. It must be horrible when your ears don't work properly."

Context– Whole group 'show and tell session'

Finlay brought to school his collection of coins. He explained to the class about how his dad travels with work and often brings back coins for his collection.

"This is American money. Daddy told me that they use dollars in America. This is a Euro. We had to spend these when we went on holiday last year"

India Day

As part of the school 'India Day' Finlay took part in a range of topic related activities. He chose to dress up in traditional Indian dress in the role play area and played alongside others to prepare Indian food for his 'family' and friends who played alongside him.

Finlay used the CD player to play Indian music and used the musical instruments in rhythm to the music. Finlay and Oliver danced to the music copying some of the movements the dancers had shown them during the dance workshop earlier in the week.

Finlay was keen to take part in the cooking activity. He was able to use a range of kitchen utensils to grate and chop the ingredients. He used the knife safely and followed the instructions given to him. Finlay was willing to try the chickpea curry even though he said he didn't like the smell of the finished dish. When he tried a small spoonful he said "I don't like it, the chickpeas are a bit mushy!"

Childminder voice

Finlay spent two days with his childminder during the half term holiday. Staff discussed some of the activities Finlay had taken part in during this time.

"Finlay had been excited to tell us all about going to see the fireworks after leaving me on Thursday. Because he was so excited we spent the day making firework pictures, using the instruments to make firework sounds for the younger children. He was a bit worried that the really loud bangs might frighten the babies! Finlay was keen to use exciting words to describe the sounds of different fireworks. He also spent quite a long time with Joe (one of the older children) on the computer finding out information about Guy Fawkes. He was fascinated by the Houses of Parliament cellars!"

B drew his family and said "This is my Dad, but he doesn't live at my house. I do like it when I can go and stay with him"

L knew that a baby horse was called a foal. He talked about the horses his family had at the travellers' site.

"I like to see me playing outside with my sister. I can't remember some of the things I did!"

"I was walking around at the fair..I have to walk with my mam..L has to walk too..just walk..L and me are cousins. We are gypsy..My brother is B. He's little"

L describes his Mammy's favourite colour

"She likes dark blue the best".

Context: children recorded their favourite things at home and then discussed it with their key worker.

"My favourite toy is a kitten..Mommy bought me a fluffy kitten when I came home from hospital..when I was born."

"My favourite TV programme is Simpsons...We both snuggle and watch Simpsons after we've had our tea."

"I have moved into a house now - I used to be in a trailer on the site!"



Celebrations

Context: During Circle Time there had been a discussion about the different festivals celebrated by children. Children made the following comments after a circle time discussion.

"I like my Mendhi pattern from a long time ago. My mom did it for me."

"In the Christmas holiday I played with my kitchen. I opened my present and found a candy stick."

"I celebrate Eid at my house not Divali."

"A has mendhi on her hands when its Divali".

Z

"At Christmas we don't put mendhi on."

"A lot of children are away today because it's Eid..They're celebrating Eid"

"I went to a big fire with my family (Bonfire night)."

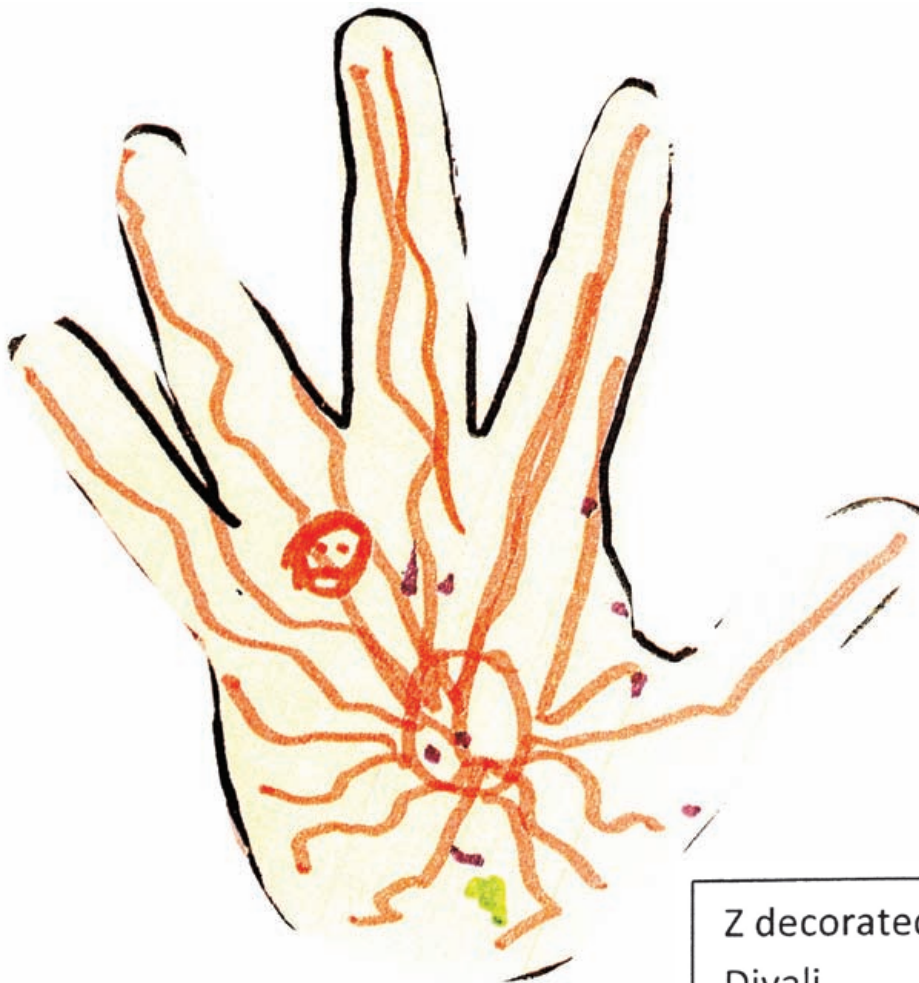
"I celebrate Eid and Christmas..I am going to put my picture in the middle..I celebrate two things at home."

"I don't celebrate Divali. I am a Muslim. I went to the cinema when it was Eid."

J

I am a Muslim. I eat Halal food."

"They decorated their house. It looked like Christmassy things."
(Talking about Eid)



Z decorated a hand with mendhi for Divali

KA talked to the whole class about Christmas at home. Her family are from Germany.

"We put out shoes - all of us and we get presents from the saint."

Later, at snack time she talked about going to Germany to visit family.

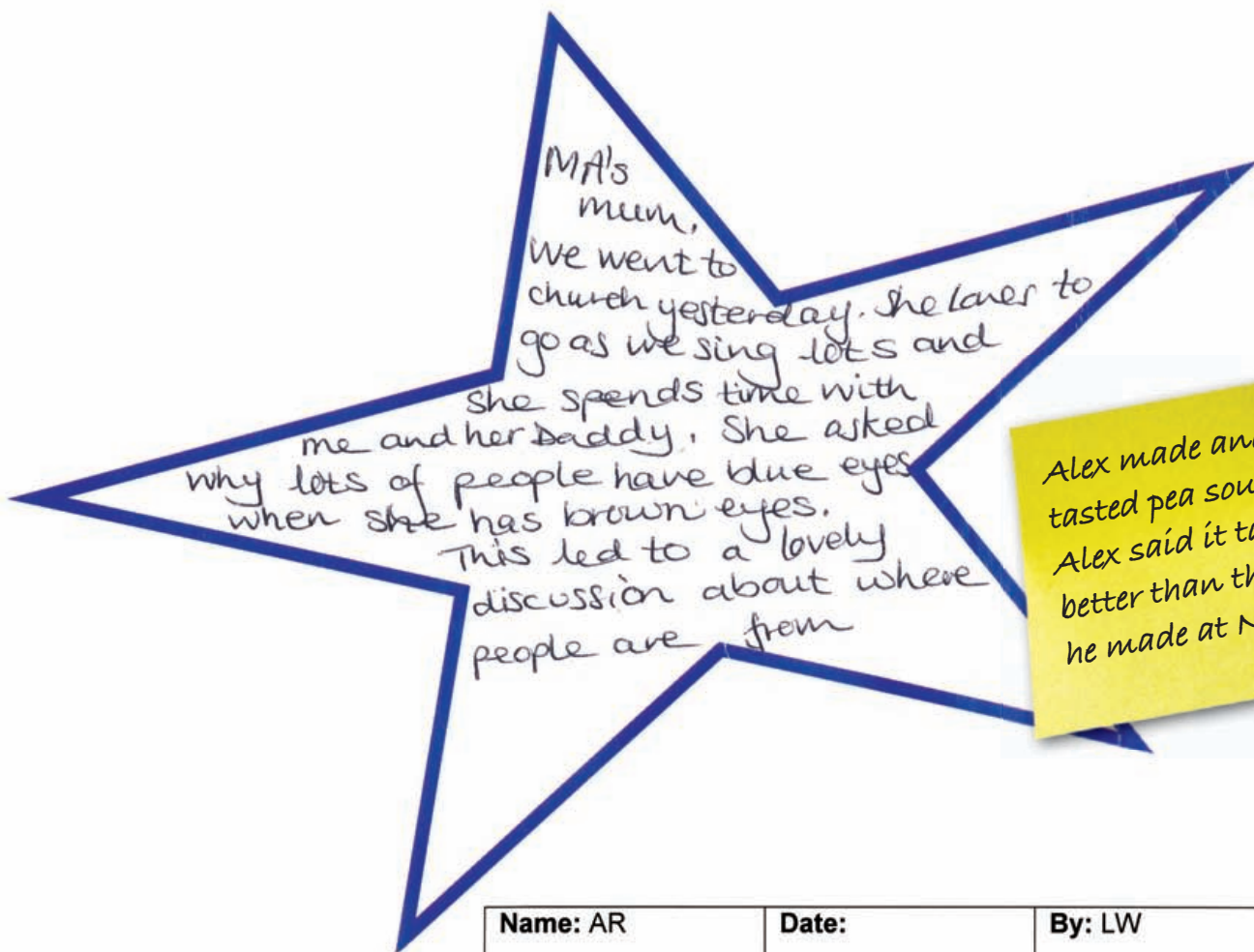
"I have to have a passport. Do you have a passport? (To her friend CH)

and take turns at the end of the day to choose and sing their favourite nursery rhyme in front of the class. MA chose to sing a song in Polish. We were very surprised - the song is about a cucumber! She told us that she learnt the song at the Polish school she attends on Saturdays.

DI used chalk outside to draw a picture of his family at a firework show. "The park was massive! I got really scared so my Dad held my hand."

During circle time, CA told the group about his weekend in Skegness with his Nan & Grandad. They went fishing.

Date: Time: 2.15pm By: Gw
Context: In classroom, teacher, JA and LU.
Both boys were talking about football and started to argue about which team was the best.
Adult: "LU loves Italian football and supports an Italian team. JA loves football here in England."
Both boys nodded and agreed. Carried on playing then went outside to play football. Played for 15 minutes, came inside and announced together that Italy and England drew - laughed.



Name: AR	Date:	By: LW
Context and content of observation:		
Eid Party		
AR We made Pakoras for Eid, me and my mummy made them this morning. We are Muslim and we have a party and wear pretty dresses like this one. It is very beautiful, do you like it? I have to be careful so I don't get it dirty.		

JO: Yum! I've had these before at my home when we have Chinese takeaway. They're really nice!

ET: I do, I love these crisps.

DA: I don't like anything!

JO: They're prawn crackers, not crisps. Try one!"

DA: Nope. Don't like them. (After tasting).

JO: (claps his hands). Well done for trying! I'll have them with ET, yeah?

ET: Yeah!



My Baby Album



Here is Eden giving the baby a bath. Eden undressed the baby, checked the water temperature by testing the water with a bent elbow. He then squeezed some bubbles into the water and mixed them with his hand. Eden used the sponge to wash the baby.

Whilst bathing the baby, Eden told me all about his new baby brother and how he helps his Mummy bath him.



Eden finished washing the baby and then unfolded the towel and placed it over the end of the water area.

When looking at a baby photograph of M's friend commented 'She looks tiny there, and now she has grown. She had dark brown hair like mine, now she has blonde hair'.

In the role play area M said 'We are going to try on our dresses today because my aunty is getting married. The boys can't see how pretty we are so they have to wait downstairs. She is getting married at a church far away'.

M visits her caravan each weekend in Bournemouth. She talks enthusiastically about going on the beach and taking sun cream.

My house is in (village name)

I've got a bath with jets in. You press the button and it all shoots out.

On village walk stated 'I like the houses, but it's very smelly in some places'.

It's my idea to make a church. I've put a candle for the prayers.

M recalled events from her holiday.

She explained that a seal had been washed up on the beach. She also described the jelly fish (it had tentacles).



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