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

Personal, social and emotional development

ELG07 – Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

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. Focussing 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.



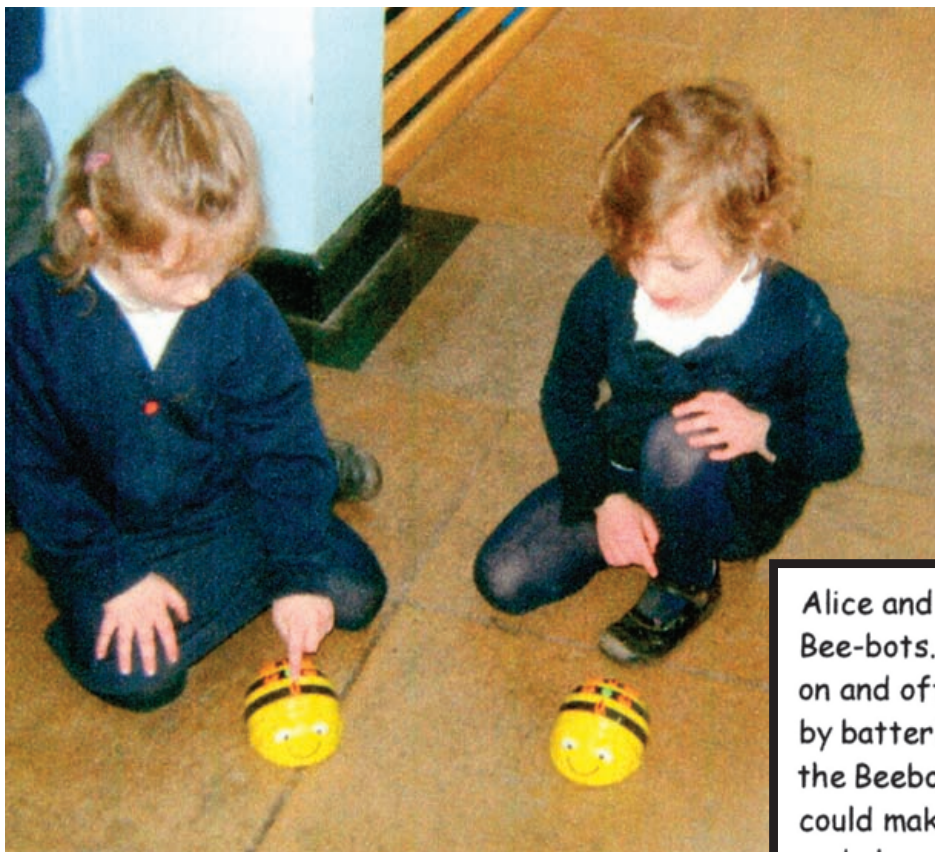
Fobhan went around the class as a policeman giving people high fives if they were making good decisions.



The children worked together to group the different types of fruit – blackcurrants, cherries, raspberries and blackberries. They supported each other, for example, BW said, “I don’t know what this is” and MF answered “It’s a blackcurrant, they go in that bowl.” BW smiled to show his appreciation for the help given by MF. The children then took it in turns to tip the contents of the bowls into the blender and add yogurt to make fruit smoothies to sell to the Year 1 pupils later on that day.



'This painting is about faces showing you what they mean,' said Alice. She went on to explain to Ms Hill 'that the green face was showing it was happy, the red one was sad, the purple one wasn't really happy or sad and the blue one was really mad!!!' 'I got the idea from the red and green faces we use to show our friends how we feel.'



Alice and Ellen worked together with the Bee-bots. They were able to switch them on and off, knew that they were powered by batteries and that they were controlling the Beebots by pressing the buttons. They could make it go forward and backwards and clear the previous instructions too. 'We are taking it in turns to go,' said Alice 'I'm good at taking turns and sharing!'

- 'We can't go outside on the climbing frame today because it's slippery. We need to make a sign to tell everyone to be careful! The Frog bin tells us not to go on there.'
- 'We don't play fight in the playground because someone may get hurt.'
- 'I like to dance' said ----. I like different music though this sounds funny. Mrs C asks ---- how dancing makes her feel. "Dancing makes me feel happy because I can do it with friends!"
- ---- and a friend have invented a game. The friend is spinning in the middle and he runs round. 'Stop' she calls and he does. Repeats this several times then the friend says 'your turn'. They swap places. ---- spins and calls stop then names the 2d shapes she has stopped on, 'circle, square, '
- --- worked with a group of friends negotiating how to transfer water from the low tray to the other. They are shared ideas and tried lifting, turning, holding pipes and pouring.
- Child was dancing to the music. She was waving ribbons to move to the music 'dancing makes me happy'.

Edward was fishing for letters in the water tray when Corey wanted to join in. Corey said; "Hey! You've got them all!" and Edward immediately said; "You can share mine" and gave some to Corey.

When creating the class rules the children said:

Lottie "help each other."

Lance "we must walk."

Esme "look after each other and look after the books."

Leia "share the toys."

Jake "be quiet, sit still and be kind."

Ellie "to be the speaker first and then listen."

Will said "it's not nice to hit cause it hurts."

When playing on the climbing frame Ben said to Dylan "be careful at the top cause it can be dangerous."

Gracie washed her paint palette up without being asked. Harriet also helped to tidy up by bringing the dirty water pots to the sink to be replaced with fresh water.

- Conversation with Mrs Drew at the beginning of the day regarding how Libby is adjusting to having a new baby in the family.

"Libby is coping really well. She found it a bit difficult in the first week or so, but during the holiday she has been really helpful and has enjoyed playing with Tilly. She was fine about coming back to school. Tilly is at home with her daddy this morning and Libby gave her a big hug and kiss when she left. I'm really proud of how she has adjusted."

Sonny was playing with the dinosaurs. He came up to Mrs W and said "Callum has got the big dinosaur and I want it"
Mrs W - "You've got lots of little dinosaurs though. If you have the big one as well Callum won't have any. How will that make him feel?"
Sonny - "He will be sad."
Mrs W - "What do you think you could do to make you both feel better?"
Sonny - "I could ask him to swap some small dinosaurs for the big one."
Mrs W - "That sounds like a good idea."

Sonny asks and Callum is happy to swap.

Jack and Libby are playing with the zebra crossing and the lollipop stick in the outdoor area. Libby has put on the lollipop persons coat. Jack attempts to cross the crossing before Libby has stopped Henry on one of the bikes. She shouts, "No, Jack you must not cross before I stop the traffic. You will get run over!"

Filling water tray using the hose pipe he says to a c in the group "Quick turn the tap off else it will be too full and spill everywhere".

after getting ~~unchanged~~, he made sure his suit was turned the right way round. "Look Miss! It's all ready for tomorrow now!"



WOW!

Write something that your child has done well this weekend. Bring it in and put it on our WOW board! ☺

JA has been a star all weekend because he has helped tidy up when he was asked to.

RI jumped in the muddy hole. He laughed as he landed and had a good splash in the mud. He got out and went to the back of the line to wait for another turn.



Context and content of observation:
PLAYING FOOTBALL

A child comes to me crying saying that IZ has kicked him.
IZ: Sorry!
He comes over to me.
IZ: We are playing football and I went for the ball but kicked his foot by accident. I said sorry.
IZ looked upset that he had hurt his friend. He put his arm around his shoulders and led him back to the game of football.



Drew picture as part of risk assessment for trip to the Zoo. 'Stay with an adult and hold hands.' 'Put seatbelts on'. 'Don't shout! You will scare the animals'.

I said 'My Dad will be really proud of me now I can write my own name.'

Walking back from church I noticed that Naah was not holding adults hand as she was helping children to cross the road. I who was already with a partner held child's hand until the adult had returned.

I think Alex feels sad because he just sniffed like this... (he then demonstrated)

Whilst building a model with two friends one child broke the model and said sorry. I said Oh that's ok because you told me.



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