



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

Understanding the world

ELG15 – Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

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.

Context: J was playing in the doctor's surgery when he saw the practitioner walking past and said he needed to phone her. He pointed to the telephone on the receptionist's desk and told her that it was ringing as he dialled a number on a hands free phone.

P: Practitioner

Duration: 30-40 minutes

P: "Hello, can I help you it's the doctor's surgery."

"Ja is poorly.

P "What's the matter with him?

"He's got a poorly chin....We have to make a temperature. When I've done the temperature I'll call you back soon."

J moves over to Ja and takes his temperature with a thermometer, checks his ears with another instrument before picking up the phone again.

"He's alright now. I'll call you back now."

J presses the numbers on the hands free phone.

"I have to phone you" and he dials a number on the phone.....

"I'm going to do a text to you. It's a text about poorly. It says poor-ly". *J sounds out the word as he began to text the sounds on the phone keypad.*



George made this car at home and explained how all the parts worked - even the windscreen and headlights

- (1) EF used the language, re-wind, fast forward, eject, power, loud, quiet, volume button, whilst playing in the listening area and using the CD player.
- (2) EF struggles to use a pencil to form letters even when tracing over letters, however when tracing using the interactive whiteboard pens on the board he is extremely accurate.
- (3) JD is able to scroll down on the computer and select an image.
- (4) LF- Super mouse control on the laptop. Is able to follow instructions given by the computer and counted up to 10 objects matching them to the correct numbers on screen.
- (5) MF has been helping other children on the laptops. They asked him to put "phonics play" on so MF began to type 'Phonics' into the laptop, he then looked at the drop down list and scrolled down to find the correct web address from the history. After another child saw MF do this they also asked for his help. MF can also close programmes and shut down the computers properly.
- (6) When making cornflake cakes the children came to the decision that to melt the chocolate we must put it in a microwave. When we went to find the microwave one child said, "I've got one of these at home too, but I don't use it to melt things"
- (7) LP shows confidence and awareness when using the computers independently. She has great mouse control and follows spoken instructions given on the computer. Also knows how to change images and created an interesting picture.
- (8) FM chose to come and tell me about a power cut she had had at home. She talked about all of the things they could not do at home without electricity. "I couldn't have toast, Mummy couldn't have a cup of coffee, I couldn't watch telly and the radio didn't work."
- (9) FM watched others on the computers, then felt confident to have a go at creating an image of her own using the 2simple paint programme.

Q used an old camera to 'explore' the playground. He spent a long time finding the picture he wanted to take, checking through the viewfinder many times before finally clicking the switch.

Used the touch screen paint programme at Walsall Art Gallery to draw 'his family' Q

A showed good mouse control to select the correct location on 'Jump on the bus'. Q

Q was taking photographs of his teacher. He said he had to press the red button then move the disc around

Child I went on the plasma screen and began drawing circles. She used a paint programme to mix colours. Showed good mouse control.

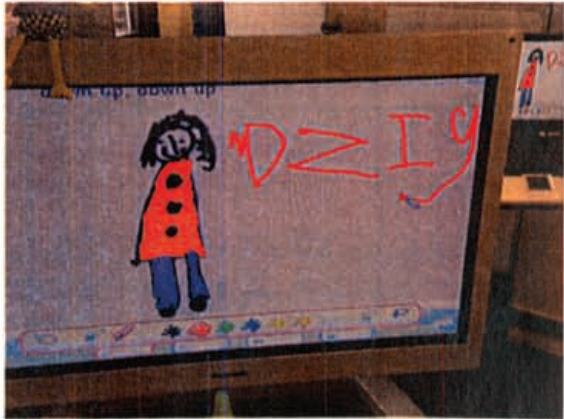
Selected a paint programme to use, but it was slow to start.
"It's loading" Z



J drew her friend M on the plasma screen draw programme



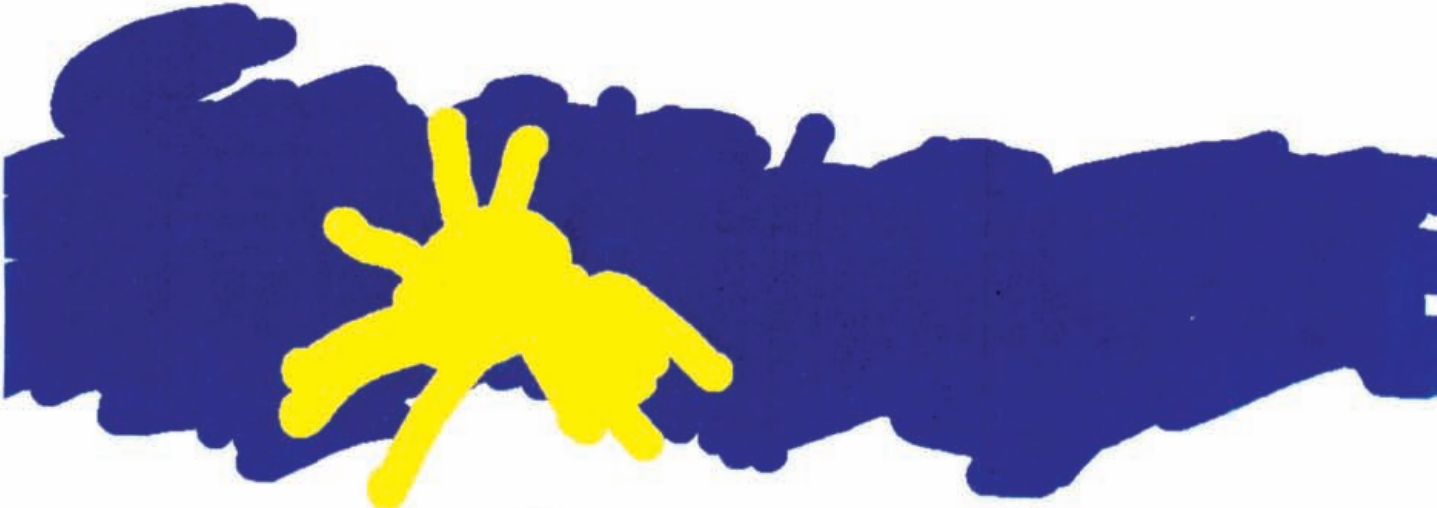
J phones "999" in the doctor's role play



"Miss D I draw what you are wearing today" Q

[Parent questionnaire] T has an Xbox 360 and likes to play on it at weekends.

During Health week, a Wii fit board had been loaned from the Toy library. T used it independently with confidence.
"I have this game at home. I like fencing best"

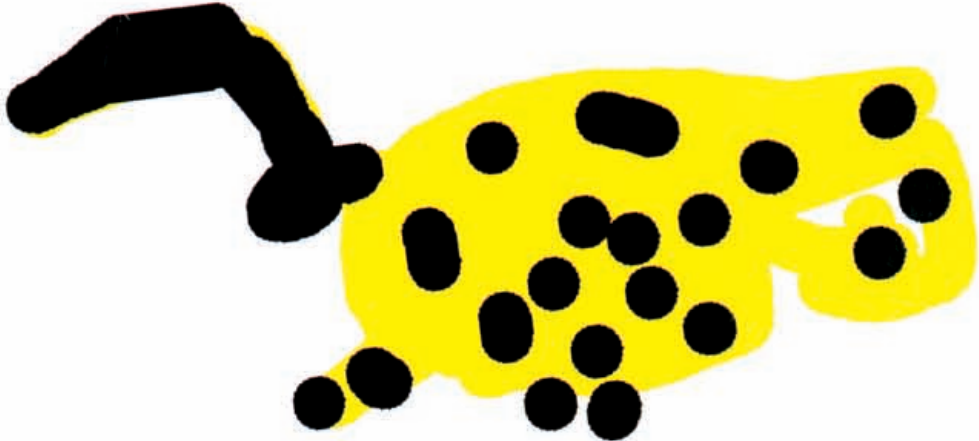


child Z.



"flowers in the garden"

[Independent use of paint programme]



"I think I will see a leopard at the Safari park"

Q

Context

Georgia has been at the school throughout F1 and F2. She has a wide group of friends but a particular friendship with Lois.

She is confident in using resources throughout the unit independently and engages well in child-initiated and adult directed activity.

Georgia will talk about her ideas and often suggests ways to extend play by selecting other resources or talking about what she would like to do next. She is keen to use the camera to record her play and loves to show other children her photos and videos!

Georgia has access to a range of ICT equipment at home including a computer, a games console and karaoke machine. Her parents are keen for her to develop her use of modern technologies and allow her to use their equipment to support her learning.

Pirate Day!

As part of a whole school pirate theme day, Georgia came to school dressed up as a pirate and joined in lots of pirate activities.

Georgia made a treasure map on the computer, using the mouse effectively and selected the colours and techniques she needed.

Georgia worked in a small group to direct her beebot around the treasure map.



Parent Voice

Home/school diary entry

On Saturday Georgia and her cousin Milly used the karaoke machine to perform a concert for me and her auntie. They sang along to the songs and made up dances for each one!

Incidental discussion with parent at the beginning of the day-

"Georgia has a picture in her bag for you. She made it on her dad's computer. I was amazed at how well she can draw using the mouse. She's already much better than me on the computer....it's scary!!!"

Parental contribution to the 'Wow Board'

Georgia helped to make party invitations on the computer. She was able to type her friends names on each one.

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 recording. The girls record each others dance.

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

During a letters and sounds session Georgia went with the group on a listening walk. The children walked around the school and grounds to discover all the different sounds they could hear.

Georgia was responsible for the recorder and used it to record each sound. She was able to use the start and stop buttons and with some support rewound and re-played each one to check it had recorded properly. Georgia was able to suggest moving the position of the microphone nearer to the computer keyboard when recording clicks of the office staff typing.

Georgia did ask to swap jobs with Alex and took a turn at using the camera to take a picture of door buzzer at the school entrance. She used the digital camera effectively.

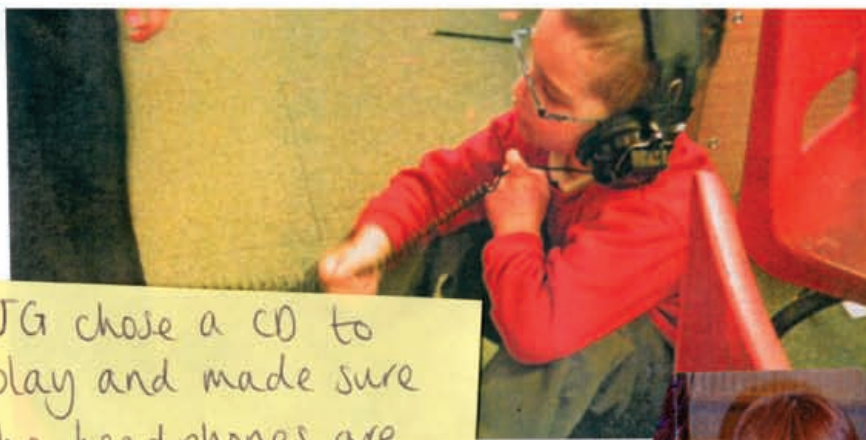
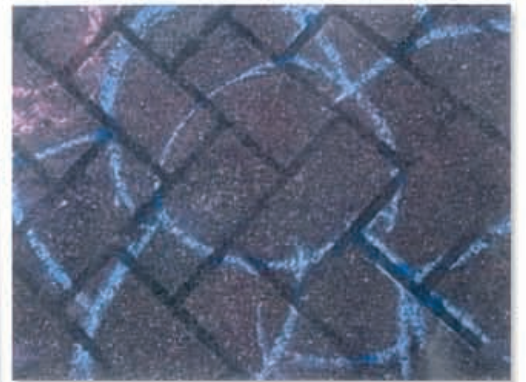
On return to the classroom the children worked with Mrs Scott to upload the pictures onto the computer. The children then presented their pictures and recordings to the rest of the class.

Incidental observation

Georgia said "I'm really good at adding. Daddy let's me play an adding game on his Ipod Touch. We have a race to see who can get the most right in the time"

Mrs Goodwin the cook talked to the children about all the equipment used to cook the school lunches. She showed them the huge oven, freezer and fridges. Georgia was able to talk about why the cook uses a freezer - "Food goes in the freezer to make it really cold. When it is hard and icy the bugs and germs can't make the food go off".

asked if she could take some photos. She handled the camera carefully and after being shown was able to look at the photos she had taken and show her friends. She allowed a friend to have a turn with the camera and showed them how to use it, she carefully explained that you needed to make sure your fingers didn't cover the lens.



JG chose a CD to play and made sure the headphones are plugged in. He uses the buttons to play, pause and rewind the songs. He says "I sing these songs at home with Mummy."



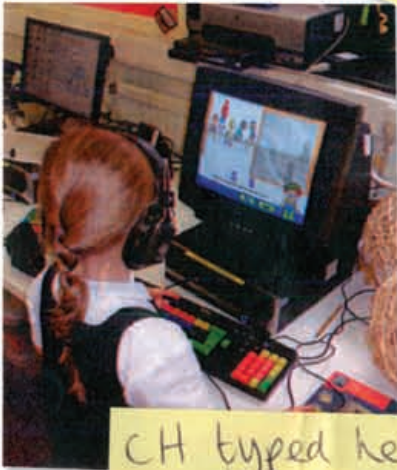
HA puts 'lamby' in the back of the Unstructa-bit. He pushes the buttons to make him go forwards, backwards and turn. He enjoys taking Lamby for a ride around the classroom!

KL explored the OHP using small animals to make shadows and create a story.



With an adult in the staffroom, using the photocopier, using the work. R1 says "Can I take a copy home for my mum? Adult nods, R1 presses number 2 and the green button. He watches and then takes his work from the tray and says "Wow, this is a clever machine."

R1 chooses the constructobot to use as a police car in the outdoor area. He pushes the buttons for 'forward' and 'go'. He repeats this several times as he directs the bot through his legs.



CH typed her name to log on. She then choose 'Fizzys Number Skills' game. She could confidently follow instructions and used the mouse and keyboard to make her selections.



Children displaying high levels of involvement unscrewing old laptops, leading onto language related to how things work and why.

Using 'real' tools, spanners, screw drivers and having the freedom to explore fully.

Semi is exploring the torches and coloured filters. He selects different filters and experiments with just one colour and then two. He is interested in shining the torch into the dark spaces of the planchest drawers, "I can see!"

He explores how the torch works and discovers that the light goes off if he twists the top, "it's not working."

He uses the switch to control the light, "I'm putting light in there, I'm putting light!" "It's purple," "I'm looking inside," "I can see under."

"You have to switch the button, look, on and off." He explains how to work the torch to his friend Adam. Adam says "when you're finished using it you have to switch it off because otherwise it will run out, that's what my Mum says. My batteries ran out at home."

- A child and her mum come over to the computer and the child logs on. She goes into a programme and brings up a class picture. She tells her mum the names of the people in the photo. They talk about different people in the class.
- Child selects a programme about making a sandwich. 'You click on the bread and it flies down'. Then you click on the butter, you have to wait'.
- This photo is at the beach. I'm riding a go-cart. I had to put my foot on the brake to make it stop.
- We took ages to print this out because the new printer wasn't working, it kept printing cardboard with nothing on it!
- ----- uses a camera to take a picture of her model. I look there and press this button. I can't take lots of pictures on it because it gets full. Child goes to another small group she wants to turn the camera off 'You need to push the orange button and hold it down.' said a child in the group.



William displayed his skills and knowledge of using the Bee-Bots when he chose to make up a great maths game! He was able to program the Bee-Bot accurately to move forward and backwards along the magic path to collect the objects and transport them to the correct character! 'I can make him do everything without even stopping ... watch this!' William was able to use the turn button to complete this task ... 'Forward 3, turn and forward 4,' he said 'or you could just do it easy by doing forward 3 and backwards 4!'



William drew this picture on the Interactive White Board using Active Primary. He is able to choose a new page and change the colour and size of the pen tool!



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