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

## Communication and language

### ELG02 – Understanding

**Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.**

#### ***Explanatory notes***

*The child is able to understand and respond to a series of simple steps in order to complete a familiar or unfamiliar activity. The child is able to answer questions about their own activities or experiences and is able to demonstrate understanding by answering questions including ‘how’ and ‘why’ about stories and events.*

Matthew and Claire chose to play in the three pigs' cottage. M knocked on the window and said "Let me in, let me in!". C replied "No! No! Not by the hairs on my chinny chin chin!" M shouted "Then I'll huff and I'll puff and I'll huff!". C: "Well you can't blow it down cos our home is made of bricks!"

Matthew was playing outside with the crates, bamboo guttering and cars. Some materials had been added to the provision. He explained what would happen if different materials were put onto the ramp: "If I put fabric down the ramp, what will happen to the car?" "It will go slow because it will get in the way of the wheels".

Matthew was experimenting with different materials in the water tray investigating which would make the best hat to keep Mrs. Honey dry. He was able to find a suitable material and explain why it would be better than others. When asked "Why are the paper and the cloth not good?" he explained, "if the water goes through it's not good for the hat; it's not waterproof. On the plastic bag one it didn't go through so it is waterproof".

### **Context**

A treasure hunt was set up by the teacher in the outside area reading clues using positional language and key words to follow the trail to find Bertie bears hiding place.

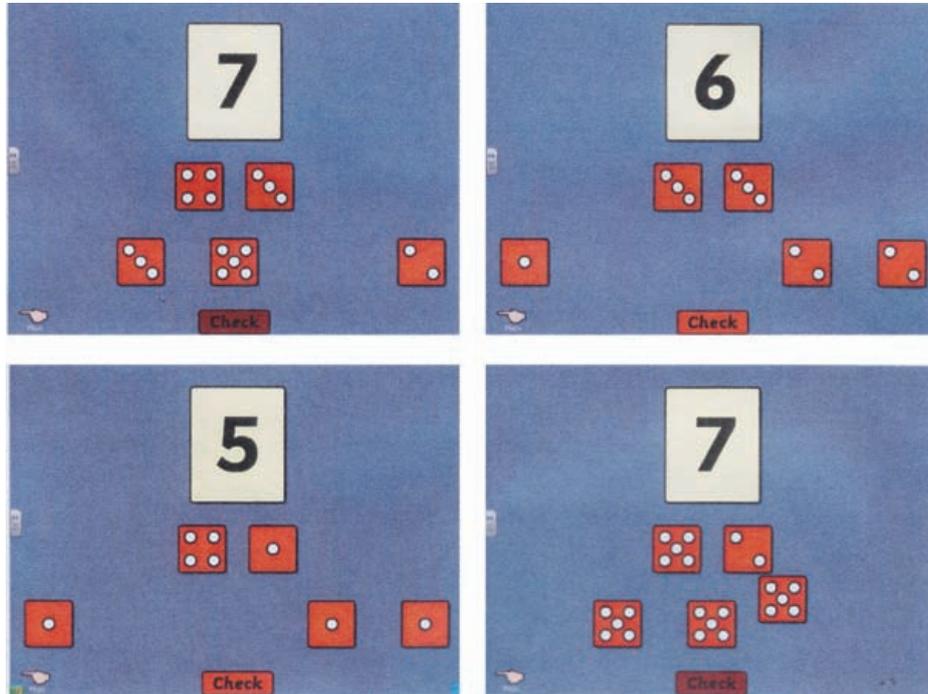
### **Observation**

**Maria**

'It says .....look in the box.....n.e.x.t. next to the tap'  
Come on its over there.....

She continued to follow the written clues using her phonic knowledge to sound out common unfamiliar words until she found Bertie... under the sand pit.

The game had been introduced the previous week, Luke chose this game and enjoyed playing an addition game on the Smartboard today. He had to recognise the number on the card and then find two dice from a choice of five that added together to make that number. Luke correctly found two dice to add together for all of these number cards!



As I was driving to school this morning, Luke and Matilda began talking to each other about how old they are. Matilda said, "Luke, I'm 6 years old!" After arguing back and forth about this for a while Luke said to me, "She's not 6 is she mum, because she is younger than me and I'm only 5. Matilda is only 2 isn't she mum?"

Luke then went on to explain to Matilda, "when you're 6, I'll be 7, because I'm older than you."

On hearing this I said to Luke, "if Matilda is 2 and you are 5, how many years older are you?"

Luke was able to work it out and answered "3". So I then asked, "so if you are 3 years older than Matilda, when Matilda is 6 how old will you be?"

Luke thought for a while, then answered, "I'll be 9 then won't I mum!"



## Tiger mask

'Grrr' said Lois. 'Do you want me to help you Jessica?' Lois had successfully completed her tiger mask using different media and materials. The children had been inspired by story of The Tiger Who Came To Tea and chose to make masks in response to the story. When asked why Lois's Tiger looked sad she replied – 'He's hungry that's why he has come to tea!'

<p><b>Evidence</b></p> <p><b>1. The Magic Wand</b></p>	<p>Grace had returned to school after the weekend eager to show the class her work and tell the teacher about her magic wand. Grace wanted to use the 'wand' to become a spider so that she could creep up on Ellie her sister. The teacher asked Grace 'Why do you want to turn into a spider and creep up on Ellie? Grace replied 'Because she is always jumping out on me and she is scared of spiders!'</p>
<p><b>2. The hungry caterpillar</b></p>	<p>In an independent activity Ruby sequenced the story with another child. She was keen to show the teacher and responded to questions about the story. 'I would feel sick like the caterpillar if I ate all that food!'</p>

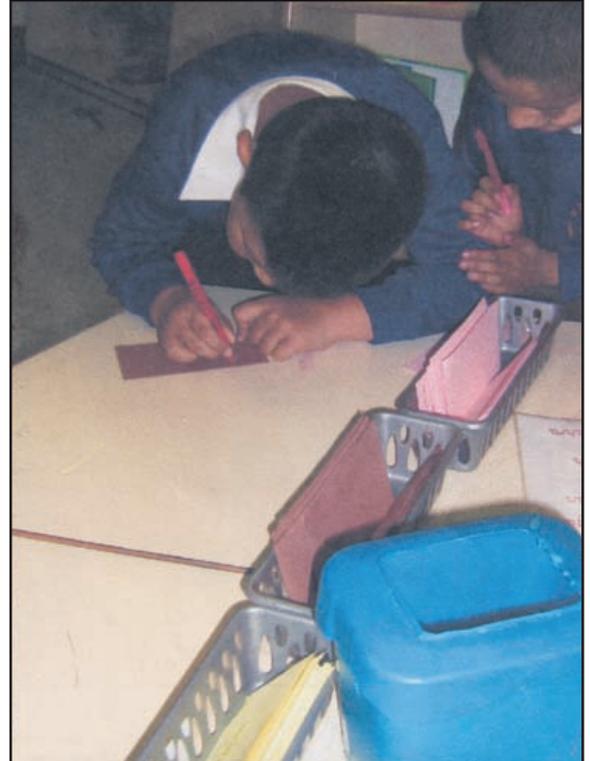
**Context**

Following the story 'Oliver's milkshake' the children were making milkshakes for snack. Adam had listened to the instructions about how to record his favourite. Resources were set up in the 'café' area.

**Observation**

Adam tasted all the milkshakes and then he chose a piece of brown paper to show he liked chocolate best.

He wrote his name 'A.d.a.m' on the paper and said 'That's 'cos I like chocolate best'

**Evidence towards**Listening and attention

Listens and responds

Give attention

Relevant comments

**Links to**

PD - M

<b>Learning Characteristics</b>	<p><b>By playing and exploring</b> He tasted all the milkshakes to find out which he liked best. He wasn't too keen to try the strawberry at first.</p>
	<p><b>Through active learning</b> Very focused on completing the task.</p>
	<p><b>Creating and thinking critically</b></p>



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