ELG06 – Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.
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 been 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 - In the workshop area the children have to think of a way that super heroes, who have lost their powers, can rescue people from a burning building.

1 ‘I’ve made a springer so they can jump up. I’ve used a tube. I used sellotape to make the string stick.’

2 A jet – ‘I got a black box and I stuck this on and left it because it had to dry to stay on there. I put those two things on there. I used sticky tape for this bit so the glue is not strong enough and it will fall off. They are the wings and they make it stay in the air.’

3 ‘I’m going to make a flying ship for spider man because he has lost his powers. I am going to use a box and a yoghurt pot.’

4 ‘I’m going to make a trampoline so superman can fly, with a tissue box and paper. I’m going to use sellotape so it will make it strong and it won’t take a long time to dry. I put paper in there to make it bouncier.’

5 ‘Rocket – It could fly straight up to the building. I used an elastic band so I could keep the paper on.’

6 ‘I made a ladder for superman. These are the handles on this side. I used sellotape because glue didn’t work.’

As part of a group, Ben thoughtfully collected together the resources he needed to create a rock pool for the dinosaurs discussing with his friends which rocks would be the best size and why, sharing his ideas on how to stop the water running away, and asking for help when he needed to move the largest of the stones into position.
Gemma chose to make herself a mask on the technology table, “I just need to cut some off to make it shorter!”

Context
After writing letters to their family the class walked to the local post office to buy stamps and post their letters.

Observation
Alex was confident to ask the lady at the counter for his stamp saying “Please can I have a second class stamp?” When told it would be 36p he handed over the four ten pence coins he had previously been given. He collected his change and the stamp and said “Thank you.”
JA got himself ready to go into the digging area. He put on a protective jacket and trousers and wellington boots. He used different tools to loosen and then collect mud. “I’m making some yummy food for the worms. I love digging in the dirt and doing messy stuff cause I don’t get dirty wearing my suit”. He pretended to add different ingredients, mixing it all together.

WE independently initiated this activity selecting and arranging different pieces of paper to make diva lamps. Had dressed in Indian dress and talked toplanation about Diwali and what he had done at home to celebrate.
Context and content of observation:
OUTSIDE AREA

C1 + C2 have a hoola hoop and are experimenting with different ways of moving them. MA approaches and after watching his friends, decides to join in. He tries standing the hoop upright, then spinning it. They roll them to see whose hoop travels the furthest.
MA notices a fixed pole. Let's try to get them on that!
He aims his hoop and successfully throws it over the pole. His friends cheer and then try it.
I ask them how they could make it even more difficult.
MA: I know let’s stand back more.
He takes 2 steps back and throws the hoop but misses the pole.
MA: I’ll have to throw it higher next time.
They continue playing hoopla.
MA decides to score how many times he can throw it on the pole.
MA: I’ve got 6 points now!

KE made a book. She tried to staple the pages together but the stapler had run out of staples. She used a hole punch to make 2 holes and threaded ribbon through. She asked me to be a knitter.

HA selects materials he wants from village box. Returns items when he’s finished with it.

DI was able to show other children how to make a flot box. He gave clear instructions. “First fold the ends up so they stand up. Make the shape of a boat. Good! Now put it in the water to see if it sinks or floats.”

JG: Cook how many chairs I’ve got out counted them 1-11. I’m good at counting, but sometimes I get it wrong.

C/H was very excited when we introduced the pulley. He loves playing in the water – usually goes in every day. He attached the full bucket to the pulley and said “This is great, I wonder what would happen if I let go of the rope?”
Star of the week

Alex was star of the week and decided to talk to the class about football. Alex told the class how he is a keen footballer and goes to the out of school football club in the village and having a season ticket for Sheffield Wednesday. He brought in his football kit and talked through what each item was. He also told us about how his great grandad was a professional footballer.

“I love going to football with my dad. Mummy and Georgia don’t come with us because they don’t like football!”
Alex asked a friend to show him how to make the 'Twinkle stars'.

Alex was asked to fill the bowl with water. He asked his friend to help him as he couldn't turn the tap and hold the bowl at the same time.
Olaf’s Story

Starting point – A trip to the zoo.

They monkeys are much smaller than the ones in the other cage. They look very soft and furry!

Olaf’s friend invited him to clean the guinea pig’s cage. He pretended to be a zoo keeper and showed the food. “Come on! Feeding time!” He later wanted it his turn to handle the guinea pig, which he did gently.

Olaf enjoys choosing and mixing different ingredients. He related it back to the zoo. “Let’s pretend we’re making food for all the animals. I’m making this one for the monkeys ‘cause they like sticky food.”

“This is loads of fun! I like playing with the. I can go really, really fast when I peer this (the bar).”

This was at the zoo play area, he had never ridden one before.
The next day after the Zoo trip, OF went on the computer, logged in and selected three animal pictures into a Word document. He said that he liked the animals on the top line but not the ones on the bottom line. He asked about the camel and he nodded and said ‘top’. OF had never been to the Zoo before but was very excited as he loves animals.

OF picked up his clipboard after he had finished his picnic lunch. He drew some of the animals he had seen and asked OF for some help to write the word ‘animals’. When he had finished, he told OF the picture was for his mummy because she had been feeling poorly and a bit sad.

OF talked about the goat’s soft coat. He said he had stroked a goat when he visited Somerwell Farm with his dad. He had fed the lambs and said it was ‘hot of ten’.

I like drawing animals!

As part of a class activity focusing on things the children had enjoyed during the year, OF chose a speech bubble voice recorder. He spoke into it and then chose to write what he had said. ‘You can keep it and see it now,’ he said and gave it to the teacher.
"It's a garden". Z worked with M to build 'a garden' using lego bricks and connectors. Shared ideas and resources.

Child Z

"We are making a castle wall...We need to share the bricks." Said Z as the boys started to take the girls' bricks. "We've got a burglar alarm in our castle" and she pointed to a yellow brick.

Working closely with M, Z put out all the domes to create a play area outside. They took turns to place the domes around the edge.

Worked with Q to make a bed for the 3 bears' house using own ideas and materials self selected from the creative area.

"You put the pillow here. We need to stick it down." Then Z made a bow to make the bow to make the bed 'look like mummy bear's bed'.

K led a game of Simon says outdoors with a small group of friends. She explained the rules and reminded children to follow them during the game.

During child initiated activity, Z directed the play to make the three bear's house using large plastic bricks. They made an outline with plastic bricks, then used recycled materials to add 'cobbles'. They left a gap for the 'doorway'. As Z was adding drainpipes, she said "Can you help me! It's too heavy to carry on my own."

Selected a paint programme to use, but it was slow to start.

"It's loading" Z

"Everyone in the street was cheering" Z

[The Royal Wedding]
Manisha, Poppy and Ellie worked in a group to make an angel for the Christmas display in the hall. They discussed which materials to use for each part of the picture. Manisha suggested using handprints for the hair.

Home/school diary entries

On Saturday we went to Sundown. It was really good fun. The barrel ride was the best. Daddy got squirted by the crocodile and Uncle Glen lost his sunglasses in the water.

On Monday night it was Manisha’s Brownie promise evening. She said her promise to the rest of the group and got given badge sash and a group badge. She did really well, we were very proud of her!

Context
Child initiated outdoor play

Observation
Manisha is in the outdoor area with the den making box. She shouts “Poppy, help me, I’m building a den to hide in.” Poppy runs over to join her. “Put this blanket over the this box.” Manisha unfolds the blanket and Poppy helps her drape it over the box. Manisha - “How can we fix it to the fence?” Poppy looks into the box and gets out the peg box. She takes one corner if the blanket and pegs it to the metal fence. Together they peg one edge of the blanket across the fence. Manisha crawls under blanket and sits on the floor in the den.