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

Understanding the world

ELG14 – The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Explanatory notes

The child has a curiosity and interest about the immediate environment around them and recognises when things have similar or different features. Whilst exploring through play and real experiences, the child shows their learning and understanding of living things, materials and objects. The child investigates, notices changes and interacts with elements of their natural and manufactured environment. He or she communicates about what is happening and why.
‘B’ helped to harvest the potatoes.

She was fascinated to find potatoes amongst the roots:

“These are roots. It’s like hair that stays in the mud and keep it still. They dranked the water to get big. I didn’t think they would be red.”

“We’re gonna cook them up in water ‘cos chips give you a big tummy. Chips are potatoes and bad to eat all the time.”

Frozen Sea Creatures

Context: After a cold night, the children discovered that the outdoor water tray had frozen. The children are amazed to see that animals and sea creatures are stuck inside the ice.

During the observation, a small group of boys discuss and investigate how to ‘free’ the trapped sea creatures and animals. Duration: 20 minutes+

The group peer at the frozen surface and touch it with their hands. Child C taps it with his knuckles. Child L taps it with a toy hammer.

C: “We need to melt the animals out”.

L “We need to warm them up..that will melt the ice.”

The group discuss different ways to ‘warm them up’

L: “We can blow them warm.”

Child L blows on the ice and other children join in for several minutes.

C: “It’s not working...Look the sun is coming out. The sun is hot. It can melt the ice.”

The group work together to move the frozen water tray into the sunshine. They return several times during the session to see if the ice is melting. When it eventually melts, they excitedly ‘rescue’ the animals.
**Context**
Oliver is digging in the growing box outside

**Observation**
Oliver is digging in the growing box during outdoor provision. He is digging a hole using the spade and the fork. I am planting herbs here. Oliver digs one of the last year's herbs out of the box.

‘Look its dying can you see the roots?.... can I have the watering can because it needs water’

He waters the herb and then says

‘It will grow now it’s had some water’

He continues to make more holes to put herbs in

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**Context – Parental contribution**
Amber and I are sat looking at a science book

**Observation**
Amber said

‘Mummy, the great white shark is the biggest shark that sometimes eats people and the blue whale is the biggest mammal and that mammals have to have warm blood and a spine’.

She showed me where her spine was (along with her heart, lungs, and brain!)

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**Context – Parental contribution**
Amber is sat I the car. We are driving to the zoo.

**Observation**

‘Mummy, when the sun is up and we’re awake, the moon is up and people are asleep on the other side of the world and when the moon is up and we’re asleep here, people on the other side of the world are awake and the sun is up’

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- “I like the park. I find conkers from the tree. There’s sometimes conkers ready….when they fall they are ready”.

- ---------- made a house on the interactive white board. ‘My house is joined to other houses. I live at no 110 my friend ___ lives next door. My door is white and her door is blue, so I did white and blue. My house is first because it is the oldest’.

- When handling fish a child commented” The octopus feels soft, gooey and squidy. The fish feels hard and smooth. Is this the eye of the mackerel?*

- Out in the playground one child to another child. ‘Can you hear that chirping sound? It’s a robin because it’s got a red tummy. It’s in that bush (pointing).’

- ‘I’m not every going to touch the octopus it’s slimely. She noticed the slits on its tummy. ’ It’s been cut by a sharp rock she told me.

- ‘The sun is making the ice melt because the sun is hot and the ice is cold. It melts because it gets warm.’

- ‘Electricity makes everything work in the classroom. It’s kind of ... you know the plug, electricity comes from those plug things into the room. Electricity is in the wire.’

- ‘When you push down the spring it jumps up.’
“It’s squashy, but then it gets hot and it’s hard and delicious!”

William chose to experiment with the magnets. He enjoyed finding out which objects would be attracted to the different types of magnets on offer. ‘Horse shoe magnets are stronger than any other magnet,’ he said confidently ‘I’ve tested them all and it’s harder to pull things off that one!’

He carefully studies the broad bean seed which had just started to sprout. ‘I am amazed the root didn’t come from this black bit on the bean ... I thought it would... that’s why we do experiments to see if what we think happens!’ said William.
Hannah re-crecated the visit to the woods. She gathered a range of materials, plants and objects to represent the woods.

She then drew a picture of the frog pond and her friends around the frog pond. Hannah pointed out the frog spawn which will turn into frogs.
Gracie and Monica looked at the things that I had frozen in blocks of ice. Gracie asked lots of questions about how I had made them and how the objects had “got inside”. She described the ice as “slippy” and saw how blocks of ice slipped off when she placed them on other blocks of ice. She predicted that the smallest block of ice would melt first and recognised that her fingers were making the ice melt as she touched it.

Finlay came up to me with a clear yoghurt pot and said; “do you think this will float with a car in it?” I explained what I thought would happen and asked Finlay how we could find out. Finlay said; “test it.” The water tray was outside and so Finlay went outside to test the yoghurt pot ‘ferry’. He came back in to me after a short time and told me that the yoghurt pot floated when by itself. When the car was inside Finlay said; “it sorts of floats and sort of sinks.” He explained that the yoghurt pot floated initially but then filled with water and sank. He speculated that this was because the car was too heavy. He decided to see if the yoghurt pot would remain floating if he put some lighter objects inside. He tried it with a playmobil man and then a glass nugget and it floated. He continued to experiment with different objects for the rest of the afternoon.

When Aiden was making a pond in the creative area he said, “let’s put frogs in the pond and let’s put tadpoles in the pond cause you don’t get one without the other.”

When Finlay was taking part in an adult-led activity to look at hen, duck and quail eggs, Finlay said; “they [the chickens] have to sit on the eggs to keep them warm – like a radiator”. He also said; “eggs are different colours. Ostrich eggs are big and spotty”.

When making egg sandwiches as part of a small group, Finlay commented on the differences between raw and cooked eggs; “the ‘jelly’ has turned white. The white bit isn’t runny. The yolk isn’t runny either”.

On a welly walk around the school grounds. Gracie spotted a lavender bush and said; “that’s lavender. I like the smell”.

Cameron pointed to some mushrooms growing outside and asked; “What are they?” Harriet answered; “They’re mushrooms. You can’t eat them. They may be poisonous.”
Jaden, Harriet, Monica and Poppy looked at the things we had put up from our 'Windy Day' box. Some of the comments they made are as follows; Poppy; "Look at these Jaden [the wind chimes]. It makes a nice song". Harriet; "When the wind blows it bangs on the wood". Monica; "The wind makes it look like it's going up and down". Jaden; "It goes up and down".

Following a trip to Farmer Nick’s farm in Wrinton, Harry said; "I liked the hares because they could run really fast. They are bigger than rabbits. They have long ears"

Jaden, Euan and Thomas used the guttering to shoot the cars up into the air today (instead of down). At one point Jaden said; "We have to shoot them up fast!"

Before a trip to Farmer Nick’s farm in Wrinton, we asked the children what they thought they would see. Abi said; "Lots of animals like muddy pigs and some cows being milked".

Finlay used a drainpipe and ball and experimented with how best to roll the ball down the pipe. He worked out that if he leant the drainpipe up against the fence and went the other side he could pop the ball in easily.

Finlay showed me a caterpillar he had spotted on a leaf in our outside classroom. I said; "I wonder what kind of butterfly it will turn into" and Finlay replied that he thought it would become one that looked like the caterpillar.
**Context:** Forest School afternoon

Jack and Anna worked together to build the den. Jack asked Anna to get some string. They held it and cut it together. They were talking to each other as they worked. “This makes the den stronger” said Jack. They asked the teacher to tie the knot. (.... talks about the features of making a den strong)

Georgina and Darcie carried the big log to the den. They knew they had to work together because it was so heavy. “This is the seat” said Darcie “because it is big”. “Our den has a seat” she shouted to the class, Together they decided to put it at the side of the den.