Early Years Foundation Stage Learning and Development ‘Best Fit’ Profile

Prime Areas of Learning

Best Fit

40 – 60 months

Physical Development

Moving and Handling
The 40 – 60 month child experiments with different ways of moving. He can jump off an object and land appropriately, negotiate space successfully when playing racing and chasing games with other children, adjust his speed or change direction to avoid obstacles. He can travel with confidence and skill around, under, over and through balancing and climbing equipment. He shows increasing control over an object in pushing, patting, throwing, catching or kicking it. This child uses simple tools to change to materials. He handles tools, objects, construction and malleable materials safely and with increasing control. He shows a preference for a dominant hand and is beginning to use anticlockwise movement and retrace vertical lines. He uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Health and self-care
This child eats a healthy range of foodstuffs and understands the need for variety in food. He is usually dry and clean during the day. He shows some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health. This child shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. He shows understanding of how to transport and store equipment safely and practices some appropriate safety measures without direct supervision.

Personal Social and Emotional Development

Making relationships
The 40 – 60 month child initiates conversations and takes account of what others say. He explains his own knowledge and understanding, and asks appropriate questions of others. He can take steps to resolve conflicts with other children, e.g. find a compromise.

Self-confidence and self-awareness
This child is confident to speak to others about his own needs, wants, interests and opinions. He can describe himself in positive terms and talk about his abilities.

Managing feelings and behaviour
This child understands that his own actions affect other people, e.g. he becomes upset or tries to comfort another child when he realises he has upset them. He is aware of boundaries set and of behavioural expectations. He is beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken his toy.

Communication and Language

Listening and attention
The 40 – 60 month child maintains attention, concentrates and sits quietly during an appropriate activity. He is developing two-channelled attention e.g. can listen and do for a short span.

Understanding
This child can respond to instructions involving a two-part sequence. He understands humour and is able to follow a story without pictures or props. He can listen and responds to ideas expressed by others in conversation or discussion.

Speaking
This child enjoys exploring the meaning and sounds of new words. He uses language to imagine and recreate roles and experiences in play situations. He may introduce a storyline or narrative into his play.
This child links statements and sticks to a main theme and uses talk to organise, sequence and clarify his thinking, ideas, feelings and events.

Please note: Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.
Early Years Foundation Stage
Learning and Development ‘Best Fit’ Profile

Specific Areas of Learning

Exploring and using media and materials
The 40 – 60 month child is beginning to build a repertoire of songs and dances and explores the different sounds of instruments. He explores what happens when he mixes colours and experiments to create different textures. He understands that different media can be combined to create new effects. He manipulates materials to achieve a planned effect and constructs with a purpose in mind, using a variety of resources. This child uses simple tools and techniques competently and appropriately and adapts his work where necessary. He selects tools and techniques needed to shape, assemble and join materials he is using.

Being imaginative
This child can create simple representations of events, people and objects. He initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. He chooses particular colours to use for a purpose. This child introduces a storyline or narrative into his play and plays cooperatively as part of a group to develop and act out a narrative.

Mathematics

Numbers
The 40 -60 month child recognises some numerals of personal significance. He counts objects to 10, and is beginning to count beyond 10. He can select the correct numeral to represent 1 to 5, then 1 to 10 objects. He estimates how many objects he can see and checks by counting them. He uses the language of ‘more’ and ‘fewer’ to compare two sets of objects and finds the total number of items in two groups by counting all of them. This child can say the number that is one more than a given number. He finds one more or one less from a group of up to five objects, then ten objects and in practical activities and discussion is beginning to use the vocabulary involved in adding and subtracting. He records his thinking using marks that he can interpret and explain and begins to identify his own mathematical problems based on own his interests and fascinations.

Shape space and measure
This child is beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe them. He can select a particular named shape and can describe his relative position such as ‘behind or ‘next to’. He is able to order two or three items by length or height, by weight or capacity. He uses familiar objects and common shapes to create and recreate patterns and build models. This child uses everyday language related to time and is beginning to use everyday language related to money. He is able to order and sequence familiar events and measure short periods of time in simple ways.

People and communities
The 40 – 60 month child enjoys joining in with family customs and routines.

The World
This child looks closely at similarities, differences, patterns and change.

Technology
This child can complete a simple program on a computer. He uses ICT hardware to interact with age-appropriate computer software.

Literacy

Reading
The 40 – 60 month child can continue a rhyming string, hear and say the initial sound in words and can segment the sounds in simple words and blend them together. He knows which letters represent some sounds and links sounds to letters, naming and sounding the letters of the alphabet. This child is beginning to read words and simple sentences. He uses vocabulary and forms of speech that are increasingly influenced by his enjoyment of an increasing range of books. He knows that information can be retrieved from books and computers.

Writing
This child gives meaning to marks he makes as he draws, writes and paints. He is beginning to break the flow of speech into words. He uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. He can write his own name and other things such as labels captions. This child attempts to write short sentences in meaningful contexts.

Expressive arts and design

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Understanding the World

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