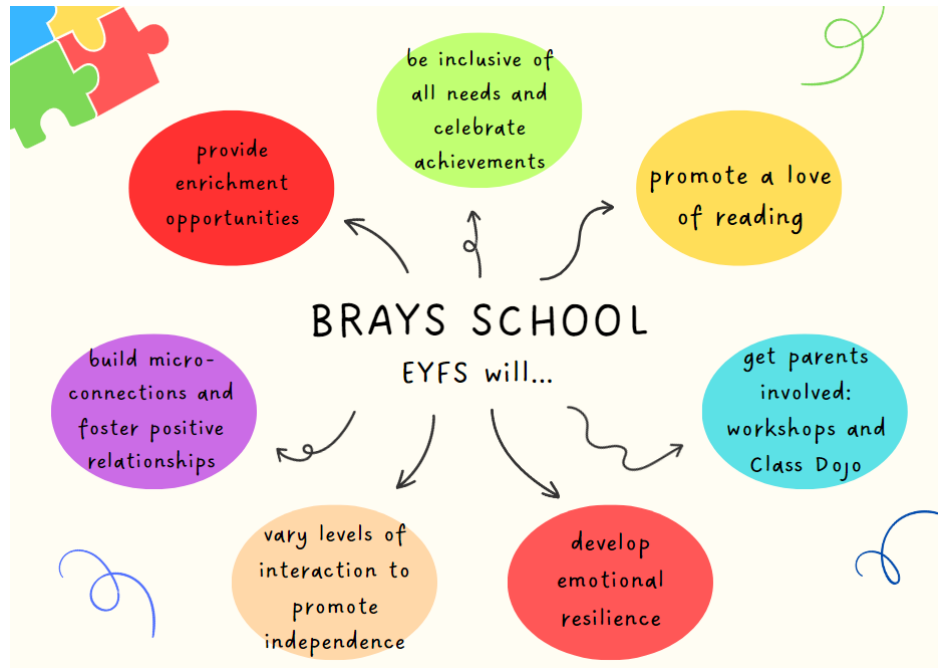
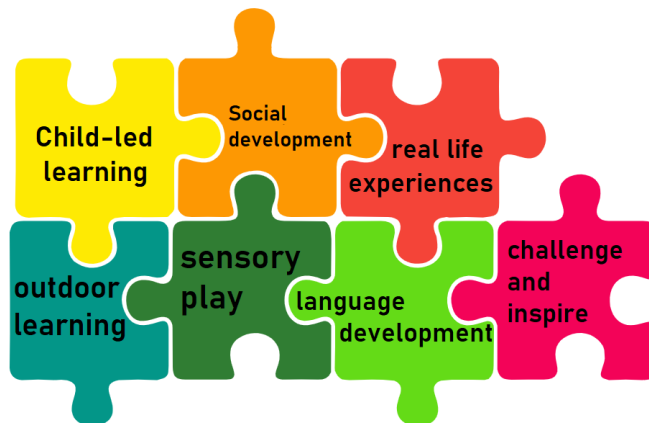


Brays School EYFS Guidance

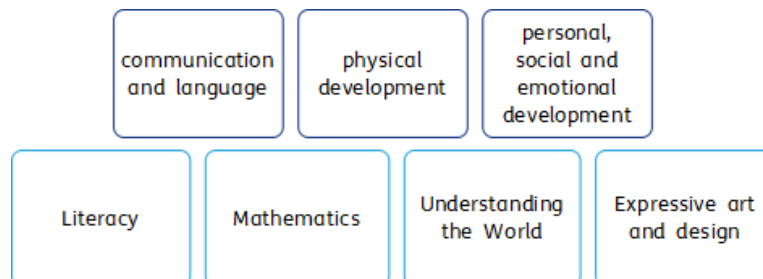
This guidance has been taken from the EYFS handbook 2023. It sets out the principles of EYFS that we should adhere to within Early Years settings at Brays School.



At Brays School we intend to support our pupils through:

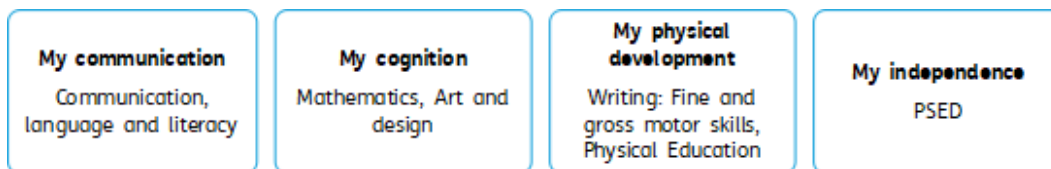


The 7 areas of learning:



When baselined, pupils at Brays school may either follow a pre-formal or semi formal pathway. Pupils should be given regular opportunities to explore the 7 areas of learning in ways that are accessible to their learning needs regardless of the pathway they follow. For example:

Pre formal pathways can accommodate the 7 learning areas:



The Early Learning Goals (see EYFS handbook) are also useful in supporting teachers and staff with information about what learning in EYFS should look like and the stages of development. They should NOT be used as a curriculum.

Play based learning.

Play is essential for children's development. Play based learning supports pupil in their independence and desire to explore and problem solve. Open ended activities that allow pupils to explore and challenge themselves is an effective way to help learners lead their learning. Ensure that the light and sound room , soft play and the creative space are utilised to support learning.

You could have a range of circuit activities for pupils to explore independently, with 1 or 2 members of staff allocated for focused learning.

Early reading and mathematics

All pupils should have opportunities to explore reading and mathematics and sufficient time should be directed to do this. It is never too early to enjoy reading! Pupils at Brays will be given the opportunity to enjoy reading and maths in every sense! This will happen through:

- Exploring how to use books, containers, sieves, scoops, blocks i.e., turning pages, empty and full buckets.
- Looking at pictures, numbers, shapes both independently (self-discovery) and with adults for direct teaching
- Nursery rhymes, songs and repetitive stories
- Role play
- Sensory stories and sensory play
- Early phonics sound boxes (*Brays pre-phonics scheme*)



Routines

Routines are a useful strategy in creating a safe and supportive environment. Over time pupils will become familiar with routines and structure and will anticipate events and welcome transitions.

Now and Next boards, Visual timetables, Objects of Reference, musical cues are all effective ways to establish routines and cue transitions.



Key Person

Every child **must be assigned a key person. (This is a safeguarding requirement).** At the beginning of the academic year, teachers should inform parents of the name of the key person for their child. **The key person should ensure that learning and care is catered to a child's needs and can be the point of contact for parents should they need to speak to a staff member regarding their child. This information should be relayed to the class teacher.**

Assessment

Assessment plays a vital role in recognising the development and progression of a child's abilities. **Staff can complete observations forms (see below) to make record of learning experiences and achievements. These should not require excessive paperwork and prolonged time away from interaction with pupils.**

Good practice:

2 Communication/ Literacy observations per week

2 Cognition/ Maths observations per week

2 PSED/ PD observations per week

1 art and design observation per week

Area of learning:	Date:
<input type="checkbox"/> Communication and Language <input type="checkbox"/> Cognition and Learning <input type="checkbox"/> Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> PSED <input type="checkbox"/> Physical Development <input type="checkbox"/> Understanding the World <input type="checkbox"/> Expressive arts and Design	
Wow moment : _____	

_____ Staff initials:	

Outdoor learning

Outdoor provision is an essential part of EYFS, and activities should be planned for daily. You can find more information about the effectiveness of outdoor learning at: [Item 13 - Appendix 1b - annex.pdf \(wiltshire.gov.uk\)](#)

This can include:

- **Sensory tuff trays exploring soil, water and sand**
- **Physical development equipment: bikes, balancing or stepping stones**
- **Environment walks**
- **Mud kitchens**
- **Parachutes/ Dens**
- **Creative area: chalk, paint**



Staff should interact and engage with pupils outdoors. Activities should be delivered with adult interaction in mind not just supervision and/or observation.



Risk assessment

A dynamic risk assessment should be completed by all staff to ensure classroom and outdoor learning areas are safe and free from any potential harm or risk.

Further advice and support

The EQUALS curriculum (Play and Leisure) has great information and ideas which can be found on SharePoint. Hirstwood training and NASEN can be accessed online to also provide further CPD regarding sensory stories and supporting early reading. Check emails for log in details.



The Early Learning Goal Descriptors

Communication

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing ELG

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Physical development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Prime Areas of Learning			
Communication	Personal, Social and Emotional Development	Physical Development	
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Art and Design