



GOSDEN HOUSE SCHOOL VALUES

At Gosden, we treat each other with kindness and respect, celebrating the differences that make us all special and unique. Everyone has a voice that is heard and we help each other to reach our dreams and goals. We are proud to be in the place that is right for us. We are not just a school, but a Gosden family.

Provision of information in other formats - We will endeavour, wherever possible, to provide information in alternative formats when required or requested. Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text. Adequate prior notice would be required through the school office.

Accessibility to premises - To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members as far as reasonably possible.

EARLY YEARS POLICY

Date of original policy	Sept 17
Original school author	Cindy O'Sullivan
Review date and SLT initial	March 2025 JC
Next review date	March 2028
Date approved and signed in governing body meeting (if Applicable)	
Signed Chair of Governors Date:	Signed Head teacher Date:

EARLY YEARS AT GOSDEN HOUSE

Key 'End Points' in our Learner's Journey

The Early Years curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

EYFS End point – I am gaining an understanding of who I am, what I enjoy and how I access and make sense of the wider world. I am developing 'learning to learn' skills that will enable me to access a wide variety of learning opportunities, thrive and make progress.

WHAT DO WE BELIEVE IS ESSENTIAL IN THE EARLY YEARS TEACHING AND LEARNING FOR OUR GOSDEN LEARNERS?

Our Purpose:

At Gosden House School, our Early Years curriculum is designed to provide a rich, inclusive and holistic educational experience that meets the unique needs of each child, which enables them to develop the key skills, knowledge and attitudes essential for their future success and wellbeing. Our curriculum is ambitious and progressive. It aims to foster a life-long love of learning, promote independence and celebrate diversity, whilst ensuring that all children make progress regardless of their starting points. We strongly believe that all children deserve the care and support they need to have the best start in life, which is why we strive to provide each of our learners with the foundation they need to be able to fulfil their potential.

The Guiding Principles:

Our practice in Early Years is shaped by four guiding principles. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

Our Gosden Learners:

Our Early Years curriculum is underpinned by 'Development Matters', but further enriched by aspects of 'Birth to 5 Matters'. This allows us to provide our learners with a curriculum that is rigorous yet balanced, and supports the development of the whole child. We work collaboratively with our families and external agencies in order to provide holistic support, as we know that learning does not just take place within the walls of the classroom, and we value the development of all life skills as our learners' progress on their journey to becoming Gosden Graduates.

We are aware that our wonderful pupils at Gosden House, a school for children with learning and additional needs, are working at below age-related expectations, and typically join our Reception cohort at a lower starting point than their mainstream peers. We also know that due to their various learning needs, our pupils will make more gradual steps of progress on their learning journey. To give our learners the best possible start, we follow the curriculum set out in, and assess to, the Early Years Foundation Stage (EYFS) statutory framework in both our Reception and Year 1 Class. This gives our learners the time they need to develop their learning skills, as well as broaden and deepen their knowledge, and crucially understanding, in all seven areas of the EYFS. At Gosden House, we follow the ethos 'Children First', and by tailoring our Year 1 provision in this way, we are ensuring we have the children's needs at the heart of our approach and we are giving every child the greatest opportunity to thrive. As our children are at the centre of everything that we do, we make the decision to enter our learners for standardised assessments, such as the Phonics Screening Check, on a case-by-case basis. Our learners are not entered for the Reception Baseline Assessment on entry to Reception, as it is not beneficial for them at this stage. For all learners, classroom staff will undertake regular assessment and monitoring of progress to inform ongoing adjustments to teaching strategies, also ensuring that interventions are timely and effective.

HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN EARLY YEARS?

Our Early Years curriculum is implemented by a highly skilled and dedicated team, who work collaboratively to create a nurturing and stimulating learning environment that is tailored to the individual needs of each child, and provide learners with effective and high-quality teaching. This includes interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

The curriculum is carefully planned to provide a balance between structured learning activities and child-initiated play, promoting exploration, creativity, and social interaction. Differentiated learning objectives are set to ensure that all children are appropriately challenged and supported across all areas of learning and development.

The Areas of Learning and Development:

There are seven areas of learning and development that are set out within the Early Years Foundation Stage statutory framework. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

These are the **prime** areas:

- *Communication and language*

- At Gosden House, our aim is for our Gosden Graduate to be equipped with the skills they need to communicate functionally with different people, in the workplace and in their own personal lives. We see the development of spoken language and communication skills as the foundation for all seven areas of learning and development, and as such, we ensure that we are constantly working on broadening and developing our speaking and listening skills. Our Communication and Language offer is truly cross-curricular, with it being modelled and extended in Literacy lessons, Topic, Music, Maths, assemblies, forest school, school trips and even in swimming lessons. Speaking and listening skills are taught explicitly and implicitly as part of our daily school life, with conversation skills being utilised and progressed at snack and meal times, and in daily exchanges with adults modelling social skills. In the classroom and beyond, our staff seek to foster a language-rich environment. Through high quality interactions, staff model and encourage the use of new vocabulary through their commenting on actions, talking through a thought process, echoing back sentences with core vocabulary highlighted and explicit teaching of tiered vocabulary. Reading is a fundamental part of our curriculum, where children are engaged in a diverse range of texts, from different genres like stories, non-fiction, rhymes and poems. Storytelling and role play skills are further nurtured in the environment, with children regularly being encouraged to share their ideas with sensitive scaffolding from adults to build their confidence in using rich vocabulary and language structures. These vital communication skills are celebrated in our school's Learning Powers, with Explaining, Listening and Asking Questions being seen as essential habits for our pupils to develop their learning. We work closely with our Speech and Language Therapy team to ensure that core strategies are engrained in our Early Years provision. Staff are experienced in using a range of Speech and Language approaches to develop our pupil's speaking and listening skills. Colourful Semantics is used to support learners at word and sentence level, encouraging them to answer questions and provide detail. Bucket Therapy is used to develop attention and listening skills in a fun, creative and engaging way where appropriate. Aided Language Display Boards provide additional mediums by which our learners can respond and share their wants, needs and understanding.
- *Physical development*
 - We understand the importance of physical development at school, in providing the basis for developing young people who have the knowledge, skills and confidence to enjoy a lifetime of physical activity and confident communication skills, which will lead to the healthy, active lives that we want for our learners. Through providing frequent gross and fine motor development experiences, and opportunities for play both inside and outside, we support our learners as a whole child. We challenge our learners to develop their core strength and stability, their balance and spatial awareness, and their coordination and agility. Our learners engage in weekly PE lessons, taught by an experienced and qualified sports coach, and supported by class staff who, with their extensive knowledge of our learners, are able to scaffold understanding of verbal instructions and explanations, and extend learners as appropriate. Our Early Years learners also benefit from swimming lessons at a local leisure centre with a qualified instructor, where they will develop their water skills and fluency in water safety.
 - In addition to these explicit physical development sessions, our learners also benefit from discrete physical development opportunities that are threaded throughout our school day. Alongside our PE and swimming lessons, we see changing our clothes in readiness for learning as a key development skill, with staff making use of strategies provided by Occupational Therapists, such as the backwards chaining technique, to nurture independence. Our learners engage in movement breaks as a regulation technique to enhance focus, which could be a dance, a sensory circuit or even some heavy work. Our physical development offer also includes 'Dough Disco', gardening and forest school sessions, Fizzy Things, outdoor learning, drama lessons, soft play and playground games. We provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allowing our children to develop proficiency, control and confidence. We strongly believe in providing our learners with the very best start, for not only the

development of healthy bodies and well-being, but also the wider benefits that effective physical development brings, such as improved early literacy and writing stamina.

- *Personal, social and emotional development*

- We know that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Our aim is to give every student the chance to build their emotional, social and self-care skills in order for them to become a confident 'Gosden Graduate' who will succeed in the workplace and live rewarding, independent lives with the skills to build and maintain healthy and positive relationships with others. From the very outset, we strive to build strong, warm and positive relationships with our learners, using our transition events as an opportunity to learn about our incoming children so that we can start on the best foundation possible. We work collaboratively with parents and colleagues, both internal and external, to build a deep understanding of our learners, so that we are able to support them to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Each week, teachers deliver our PSED teaching in the areas of self-confidence and self-awareness, managing feelings and behaviour making relationships, self-care, life skills. However, as a prime area of learning and development, PSED teaching can be found in every interaction, as staff model respect, patience, empathy and kindness. PSED can also be found in our play, as we use small world and role play activities to simulate real-world situations, we use turn-taking language as we engage in enhanced provision, and we discuss keeping our bodies healthy as we 'cook' in our home corner. At Gosden, we nurture independence in every way we can. For this reason, we work closely with parents and carers, and follow guidance provided by the Continence Team, to support our learners on their journey to becoming toilet trained and managing their own self-care. We also work with Occupational Therapists to embed the use of Zones of Regulation, a social, emotional and regulation tool, providing our learners with a strategy that they can continue to use and build in order to achieve at school and later in life.

We also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

The **specific** areas are:

- *Literacy*

- We believe that Literacy is central to accessing learning, and in treating it as an essential life skill, we strive to inspire a life-long love of Literacy. We see our role in Early Years as providing each and every one of our learners with the firm foundations that they need, allowing them to accumulate knowledge and gain a deeper conceptual understanding as they progress towards being a Gosden Graduate. In Early Years, we have four dedicated Literacy inputs per week. Our Literacy teaching is immersive, exposing our learners to different cultures, viewpoints and genres through taking a book-based approach. We strongly believe that our learners, their cultures and their backgrounds should be reflected in the resources and materials used in their learning, as well as being provided the opportunity to explore a variety of other 'worlds'. Our lessons, and interactions throughout the week, involve adult and learner talk about the books, both fiction and non-fiction, that we have read, and links to the world around us.
- Our pupils benefit from daily 20-minute phonics lessons taught at their assessed level, using our chosen validated systematic, synthetic phonics programme – Bug Club. Our learning follows the progression set out within the programme, with teaching staff taking opportunities to further enrich and embed the content taught, using a multi-sensory approach. Cued Articulation, a strategy promoted by our Speech and Language Therapy team, is taught alongside phonics, as a tool to support our learners to understand speech production. Through our phonics teaching,

pupils learn to decode unfamiliar words, and by regularly applying this skill in class and in 1:1 reading sessions, our learners begin to build fluency and work towards speedy familiar word recognition. In addition to this, we continue to foster a life-long love of reading by providing our children with decodable eBooks, sharing books, library books and constant access to internal and external reading spaces. Quality texts are an integral part of our daily practice. They are used to promote all areas of our curriculum, as hooks, resources and vehicles for the delivery of teaching content. Texts are enjoyed in Story Time, at the end of the day or in transition times, and all of our adults are used as models for reading.

- Here at Gosden, we very much believe in celebrating every stage of the developmental process to becoming a writer. We know that the journey to becoming a writer begins with wanting to communicate through making meaningful marks. It is from this milestone that we are able to inspire and motivate our learners to progress on their journey from mark making to transcription and text generation. Handwriting and spelling (transcription), and sentence construction (text generation) are the foundational skills that enable pupils to translate their thoughts and ideas into writing. Phonics teaching is our process for beginning to introduce grapheme-phoneme correspondences, and letter formation. Our systematic synthetic phonics programme Bug Club provides our learners with a clear visual model of how each letter is formed, accompanied by a formation patten, which is available to each member of staff when supporting writing. As learners progress in their Phonics understanding, their phonological knowledge and segmenting skills become more fluent, supporting them to use sounds to build individual words, captions and then simple sentences. It is through our high-quality Literacy teaching that we then begin to work on text generation. Staff use carefully selected quality texts and a wide range of purposes for writing to build on text generation skills, constructing sentences and using a broad variety of formats. As a school, we work closely with our Occupational Therapy team to provide individualised supports for the physical writing process, and our staff are trained to recognise need and adapt where appropriate. As we view our learners as a whole child, we work creatively to overcome barriers, whether this is changing a writing implement, using physical resources alongside talk to reduce working memory strain, or changing the way we sit to improve shoulder strength and posture for writing.

- *Mathematics*

- We take multi-sensory approach to children's mathematical learning that focuses on three essential elements, doing mathematics, communicating mathematically and exploring relationships to enable generalisation. We aim to facilitate learners' deepening understanding and enjoyment of mathematics through using concrete and visual imagery, such as counting objects, tens frames and part-whole models, to support comprehension of abstract mathematical ideas. Individuals' learning experience progresses from concrete through pictorial to abstract, as appropriate, often with learners returning to the use of concrete materials when developing their understanding of a new concept. Our Early Years mathematics curriculum supports our learners to develop a strong grounding in number, providing them with the necessary building blocks to succeed as they progress throughout the school. Our staff enable our learners to 'dive deeper' in their learning, developing a secure understanding of the numbers to 10, their cardinality and their composition. We want our learners to be able to use their maths skills functionally, to solve real-world problems, which is why we try to make our learning opportunities applicable to real-life contexts wherever we can. This could be problem solving in the classroom, understanding amounts in the kitchen, using money on a supermarket trip or counting our bulbs in the garden. Growing a strong mathematical vocabulary is essential for our learners to be able to apply, explain and reason with the knowledge that they have been taught which is why we take a mastery approach to mathematics.
- We know that it is important for our learners to continue to develop their spatial reasoning skills in all areas of mathematics, including shape, space and measures. Our maths topics are sequenced throughout the year to ensure that children are provided with the foundational knowledge they need to understand new concepts, but also to allow them the opportunity to revisit, deepen and embed their knowledge. In the learning environment, children will find a range of mathematical tools, such as measuring tapes, weighing scales and timers as part of their

continuous provision. This allows them the freedom to choose to enhance and apply their learning further, as well as providing ample opportunity for adults to model and scaffold their use. This freedom to explore enables our children to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

- *Understanding the world*

- In Early Years at Gosden, we seek to foster curiosity, promote independence, and encourage a sense of belonging as students explore the world around them. We ensure that all pupils develop relevant knowledge, understanding, and skills that will enable them to engage safely and confidently with the environment, both within school and out in the community. We are acutely aware that all of our learners come to us with their own personal experiences, and we recognise our role in providing real world, first hand experiences to all of our children. We know that these shared experiences enrich our curriculum, make learning memorable and provide our learners with the cultural capital that they need. For instance, in our learning surrounding 'The Gingerbread Man', we are able to visit a bakery and learn a recipe from a baker, purchase ingredients from a shop, collect eggs from our chickens and bake gingerbread in our food tech room. We reach out to important members of society, such as police officers, nurses and firefighters, to provide our learners with valuable insight into their roles, and to gain knowledge of the people who can help us.
- We want our children to see themselves as citizens of their community, and also the world. In our classes, pupils are listening to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. Our learning in class celebrates the individual cultures, religions and beliefs of our cohort, but also exposes our learners to new places, ideas and information from the world around them. We use technology, such as our Interactive White Boards and iPads, to explore maps and landscapes, as well as to seek information, watch livestreams from conservation areas and take photographs. Through our Understanding the World learning, we are able to introduce further tiered vocabulary, which allows our learners to understand and participate in conversation and deeper learning opportunities.

- *Expressive arts and design*

- In Early Years, we strongly believe that our children should be the colour in the room, nurturing their expression, individuality and creativity. We provide a warm and vibrant learning environment, where exploration and curiosity are fostered and valued. Our learners are provided with regular opportunity to engage with the arts in the learning environment. Children can choose to explore and play with a range of media and materials in the art area, both inside and outside of the classroom – however, we do not confine art and expression just to one area. We have made our own paint out of things found in the woods, foraged for resources to make collages and instruments, painted trees and made the ground our canvas. Music is made full use of in our Early Years classrooms, often providing a soundtrack to our learning, or allowing children to move and express themselves in a range of ways. We make use of computer programmes and physical instruments to make our own music, with adults carefully guiding learners to explore beats, tempo and volume. In our role play areas, our stage and our small world, pupils are able to demonstrate new vocabulary, interpret and respond to what they hear and observe the performances of others. Each week, our learners receive explicit teaching, in art, choir, music or drama, where they will learn skills and gain understanding that they can then have the freedom to apply in their learning time. It is through expressive arts and design that our learners express their emotions, develop their fine motor skills, learn and use vocabulary and explore cultures from around the world

Transition and Assessment:

Learning Power Vision: To nurture in all our learners a lifelong love of learning. Our whole school curriculum will build resilience and grit in our learners, so when they leave Gosden House they are better equipped to face life's challenges in a world that is forever changing.

Our Early Years curriculum is designed to give our learners the skills and knowledge they need to succeed. We know that our learners often present with a 'spiky' learning profile, and so it is paramount to us that we are able to form an accurate and well-rounded baseline assessment for each child. We believe that to gain an accurate understanding of a child, including their successes and barriers, information should be gathered from a range of sources, to supplement our school assessment systems. To support this, we work to create strong links with families and nursery settings prior to the child joining us in our Reception cohort. In addition to transition visits to the school, we offer Nursery and Home Visits, where Key Workers, Parents and/or Carers are consulted on their knowledge of the child. At the start of the academic year, Parents/Carers are invited to complete a Parent Profile; a questionnaire that we have designed to give us a more detailed understanding of any recent progress in a child's development. Together with our ongoing internal assessment process, we use this information to understand what our children can do, and to plan a coherent and well-structured curriculum which cumulatively builds to provide learners with knowledge and skills for their future learning.

As our Year 1 class continues to follow the EYFS statutory framework, the 'dislocation' between Reception and Year 1 (Fisher, 2010 and Bryce Clegg, 2017) is effectively removed, as children are still empowered to lead their own learning. At Gosden House, we believe that it is fundamental that we allow the children to have ownership over their learning, to enable them to engage and become highly motivated as they develop new skills and broaden their knowledge. Furthermore, due to the collaborate nature in which our Reception and Year 1 classes work, we believe that our learners experience as smooth of a transition between the classes as possible, ensuring that each child feels safe and supported, and learning is not lost.

Cultural Capital:

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. We use our curriculum to enhance the experience and opportunities available to children, as we are aware that our learners join us with different experiences from each other. At Gosden House, we strive to help children experience the awe and wonder of the world in which they live, through the 7 areas of learning. Our curriculum is designed to give our learners as many real-world experiences as we can, which we believe will stand them in greater stead for their future learning and their life beyond school. Examples of these opportunities include:

- Swimming lessons
- Curriculum linked trips to provide personal experiences, such as to a beach or Christmas tree farm
- Forest school sessions
- Theatre trips and visiting role-play centres
- Soft-play and visits to local parks
- Spending time in the orchard, and engaging with Apple Day
- Sending and receiving post
- Investigations of the weather, and the changes of the seasons

- Explorations of different faiths, including visits to places of worship and guest speakers
- Topic learning, such as 'Let's Celebrate' and 'Around the World'

We hope that by providing our children with quality-first teaching and a rich set of experiences, they will develop a deep and lasting understanding of, and respect for, people, families and communities beyond their own.

Our Approach to Teaching and Learning:

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Our children learn by leading their own play, and by taking part in play and learning that is guided by adults. Our staff work to stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. To support us in guiding and planning what our pupils learn, we consider three Characteristics of Effective Learning:

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We know that with effective embedding of these Characteristics of Effective Learning, our pupils will develop the 'Learning Habits' they need to thrive as they continue on their learning journey throughout the school. The aim for our Learning Habits at Gosden House is:

I can support my progress towards future independence through developing my Learning Habits. These fundamental tools help me to gain knowledge and grow my understanding of the learning process and my own, personal improvement.



Our learners are provided with the opportunity to demonstrate the Characteristics of Effective Learning and develop their Learning Habits during 'Plan, Learn, Review', or PLR as it is also referred to in class.

- **Plan** – The classroom staff will discuss the provision available to learners both inside and outside of the classroom, and each child will be supported to generate a plan for their learning time. This allows our learners to set off purposefully, with an idea of what area of the classroom they would like to go to and what they would like to do while they are there.

- **Learn** – During this free-flow time, children will experience a balance between structured learning activities and child-initiated play, both in the classroom and in the outside learning environment. Our highly skilled staff will provide responsive scaffolding and challenge to our learners within the environment, and will continuously assess through the use of observation and questioning. This allows our practitioners to identify next steps in learning, and partnered with carefully planned activities, gives us the right balance of challenge and support to move learning forward, whilst maintaining confidence and self-belief.
- **Review** – Children are supported to reflect on what they have been doing during their 'Learning' time, allowing them to articulate what they have discovered, understand and can do in an age-appropriate way, and begin to hold thoughtful conversations with adults and their friends.

Language Development and Support:

In Early Years, we see communication as a foundation on which all other aspects of Literacy are built, and as such, we ensure that we are constantly working on broadening and developing our vocabulary, confidence and fluency. Our Communication and Language offer is truly cross-curricular, with it being modelled and extended in Literacy lessons, Maths, Expressive Arts and Design, Understanding the World, assemblies, forest school, school trips and even in swimming lessons. Speaking and listening are taught explicitly and implicitly as part of our daily school life, with conversation skills being utilised and progressed at snack and meal times, and daily exchanges with adults modelling social skills.

Whilst it is beneficial for all children to focus on developing language, we see it as a priority for our learners to build their vocabulary and their understanding of language. Research in this area highlights that effective language and communication leads to improved reasoning, self-regulation, emotional intelligence and self-esteem. For this reason, tiered vocabulary related to all topics of learning is considered and carefully implemented into teaching. We strongly believe that all of our pupils benefit from being immersed in language rich environments and experiences, expand and challenge their understanding of the world.

We work closely with our Speech and Language Therapy team to ensure that core strategies are engrained in our provision. Staff are experienced in using a range of Speech and Language approaches to develop our pupil's speaking and listening skills. Colourful Semantics is used to support learners at word and sentence level, encouraging them to answer questions and provide detail. Bucket Therapy is used to develop attention and listening skills in a fun, creative and engaging way where appropriate. Aided Language Display Boards provide additional mediums by which our learners can respond and share their wants, needs and understanding. Staff are also skilled in using and encouraging the use of Makaton as a tool to support clear and effective communication.

Learning Outside the Classroom:

At Gosden House, we are fortunate to be situated on approximately 44 acres of land, and we are extremely passionate about making full use of the outside space that we have available to us. We know that not only are movement and communication the basic drivers of young children (Bee and Boyd, 2013), but there are life-long benefits to outdoor adventurous play, including providing protective

factors into adulthood when facing uncertainty and anxiety, and knowing how to deal with them (Dodd and Lester, 2021). On our school site, we have developed outstanding outside learning environments, including an allotment, nature reserve, walled garden, courtyard, tennis court and playing field. In our forest school area and outdoor classroom, children learn to keep safe by staff supporting them to take and manage risk (Brussoni *et al.*, 2021), a fundamental skill that supports our learners to grow their independence. We are also very proud of our Early Years outside area, where children are free to access planned provision during 'Learning' time, as we know that some children can shine outside, more so than in the confines of the classroom (Bilton and Crook, 2016).

PUPIL LEARNING JOURNEY IN EARLY YEARS

Creative and Curious:

Early Years: First year (2024/25)						
Subject area	Autumn		Spring		Summer	
	<i>This is Me</i>	<i>Once Upon a Time The Gingerbread Man</i>	<i>Around the World</i>	<i>On the Farm</i>	<i>Space</i>	<i>Under the Sea</i>
UTW: Past and Present <i>Talking about the lives of people around them and their roles in society, as well as knowing some similarities and differences between things in the past and now.</i>	Me and my family	Stories old and new	Big events (from the past)	What do farmers do?	What does an Astronaut do?	What do fisherman do?
UTW: People, Culture and Communities <i>Describing the immediate environment, knowing similarities and differences between different religious and cultural communities in this country and also between life in this country and life in other countries.</i>	Differences and similarities between us Creation stories	Gingerbread man goes on holiday Diwali sweets	Dinner time around the world Faiths around the world	Country and Cities God's creatures	Trip to the moon Heaven	Seas around the world Moses and the Red Sea

UTW: The Natural World <i>Explore the natural world around them, knowing some similarities and differences between the natural world around them and contrasting environments, and understanding important processes and changes.</i>	Explore materials in my immediate environment indoors and outdoors	How things change – mixtures	Art around the world	Farm animals	Planets	Sea creatures
EAD: Creating with Materials <i>Safely use and explore a variety of materials, tools, techniques and colours, sharing and explaining creations and making use of props and materials when role playing narratives and stories.</i>	Materials & Self portraits	Natural collages	Clothes around the world	Make a farm	DT Aliens, space ship etc.	Rainbow fish collages
EAD: Being Imaginative and Expressive <i>Invent, adapt and recount narratives and stories, singing a range of well-known nursery rhymes and performing songs, rhymes, poems and stories, and working on moving in time to music.</i>	Favourite songs & stories	Retell & Reimagine the story	A song, a dance & a story	‘Old MacDonald had a Farm’ drama and performances	Whatever Next	Reimagine & rewrite the story

Early Years: Second year (2025/26)						
Subject area	Autumn		Spring		Summer	
	<i>Once Upon a Time Goldilocks and the Three Bears</i>	<i>Let’s Celebrate</i>	<i>People Who Help Us</i>	<i>Dinosaurs</i>	<i>Let it Grow</i>	<i>Pets at Home</i>
UTW: Past and Present <i>Talking about the lives of people around them and their roles in society, as well as knowing some similarities and differences between things in the past and now.</i>	Right & wrong	Christmas now and then	People who help us then and now	A history of dinosaurs	Lawn mowers past and present	Pets of the past
UTW: People, Culture and Communities <i>Describing the immediate environment, knowing similarities and differences between different religious and cultural communities in this country and also between life in this country and life in other countries.</i>	Forest life Morals	Christmas vs Diwali Christmas story	People who help us – who are they? What do they do? Pilgramages	Let’s dig - become an archaeologist Pilgramages	Garden centres New life	Pet charities Vets God’s creatures

UTW: The Natural World <i>Explore the natural world around them, knowing some similarities and differences between the natural world around them and contrasting environments, and understanding important processes and changes.</i>	Change in states	Types of tree	Cause and effect	Bones & fossils	Life cycles & parts of a plant	What different pets need
EAD: Creating with Materials <i>Safely use and explore a variety of materials, tools, techniques and colours, sharing and explaining creations and making use of props and materials when role playing narratives and stories.</i>	Building everyday items	Fireworks	Making uniforms	Design a dinosaur	Create a garden – tools	Habitats & homes
EAD: Being Imaginative and Expressive <i>Invent, adapt and recount narratives and stories, singing a range of well-known nursery rhymes and performing songs, rhymes, poems and stories, and working on moving in time to music.</i>	Retell the story	Letters & cards	Role play	Dinosaur song	Grow vegetables	Pet shops

Early Years: Third year (2026/27)						
Subject area	Autumn		Spring		Summer	
	<i>Healthy me</i>	<i>Toys</i>	<i>Once Upon a Time The Three Little Pigs</i>	<i>Trains, Planes & Automobiles</i>	<i>Minibeasts</i>	<i>Seaside</i>
UTW: Past and Present <i>Talking about the lives of people around them and their roles in society, as well as knowing some similarities and differences between things in the past and now.</i>	Olympians	Toys old and new	Houses old and new	Vehicles old and new	Explorers & new species	What we wear by the sea - then and now
UTW: People, Culture and Communities <i>Describing the immediate environment, knowing similarities and differences between different religious and cultural communities in this country and also between life in this country and life in other countries.</i>	Athletes Harvest festival	Toy museum Christmas toys/dolls	Houses around the world Neighbours	How do we use them? Transport of goods etc. Noah's Ark	Entomologists God's creatures	RNLI & lifeguards Baptism

UTW: The Natural World <i>Explore the natural world around them, knowing some similarities and differences between the natural world around them and contrasting environments, and understanding important processes and changes.</i>	Huffing & puffing	How do they work?	Materials – evaluate and explore	How does it fly? Sinking & floating? Rolling & movement	Minibeast hunts	Seaside questions Why does the sea move?
EAD: Creating with Materials <i>Safely use and explore a variety of materials, tools, techniques and colours, sharing and explaining creations and making use of props and materials when role playing narratives and stories.</i>	Healthy eating – What do our bodies need?	Design and make toys	Materials – build and experiment	Make it move	Bug sculptures Making a home	Design an ice cream
EAD: Being Imaginative and Expressive <i>Invent, adapt and recount narratives and stories, singing a range of well-known nursery rhymes and performing songs, rhymes, poems and stories, and working on moving in time to music.</i>	Moving our bodies	Moving like toys	Retell and reimagine the story	Songs & performances	Big and small	Retell & rewrite a story

Happy and Healthy: PSHE Overview

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none">To encourage a sense of being uniqueTo express why I like some activities more than others with supportTo be confident communicating with a familiar adultTo share my ideasTo express when I do or do not need helpTo begin to recognise some feelings i.e. happy and sadTo listen to othersTo answer questionsTo be willing to try new activities	<ul style="list-style-type: none">To start to ask for an object I would prefer i.e. at snack timeTo explore different scenarios through role-play e.g. playing shops and cafes with some directionTo begin exploring cooking and baking with supportTo identify some different jobs that adults in school do.To give some simple examples of things we are allowed/not allowed to do in schoolTo identify simple ways in which I may take care of people and/or animals.	<ul style="list-style-type: none">To encourage joint activitiesTo understand sharing and to share resources willinglyTo identify foods that I like and dislike to eat.To explore how I can take care of my body, e.g. washing hands.To consider how I can communicate to someone that I am hurt.To consider the people who help us when we are feeling unwell	<ul style="list-style-type: none">I know that my body belongs to meI know which parts of my body are privateI know how to ask for help if I need itTo begin to indicate a need for the toilet (not always on time)To use the toilet when prompted to or put on the toiletTo undress myself with some support	<ul style="list-style-type: none">I know that I need to ask if I want to give someone a hugI know that I am allowed to say no if someone wants to give me a hugTo be curious about babies through role play; what they look like, how they behave, the care they need.To consider how I have changed since I was a baby.	<ul style="list-style-type: none">I know who is in my familyI know some families are different to my ownI know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, stepfamilies, single parent families et al.)I understand what respect meansI know some ways I can respect my friends

YEAR 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness and Managing Feelings (DfE RE)	Life Skills (citizenship) for the World I live in (DfE HE)	Healthy Lifestyle (DfE HE)	Keeping Safe, Online Safety and Self-care (DfE RE)	Changing and Growing (DfE RE/HE)	Respectful Relationships (DfE RE)
<ul style="list-style-type: none"> To explore ways in which I am special. To express why I like some activities more than others independently To be confident communicating within a familiar group To share my ideas To choose resources I need for my activities independently To recognise some feelings i.e. happy and sad To begin to express when I am feeling sad or happy with support 	<ul style="list-style-type: none"> To be willing to try new activities To be able to ask for an object I would prefer i.e. at snack time To explore different scenarios through role play e.g. playing shops and cafes To begin exploring cooking and baking with support To identify some different jobs that adults in school do. To give some simple examples of things we are allowed/not allowed to do in school (rules). To identify simple ways in which I can take care of people and/or animals. 	<ul style="list-style-type: none"> To encourage joint activities and teamwork in play To give opportunities to explore cooperative play To understand sharing and to share resources willingly To identify foods that I like and dislike to eat. To explore how I can take care of my body, e.g. washing hands. To recognise how I feel if I have not had enough sleep. To consider how I can communicate to someone that I am hurt, in pain or unwell. To consider the people who help us when we are feeling unwell 	<ul style="list-style-type: none"> I know that my body belongs to me I know which parts of my body are private I know how to ask for help if I need it To identify people who look after me and help me to take care of myself To describe some simple ways I can help keep myself physically safe in school. To indicate a need for the toilet (not always on time) <i>Gross Motor</i> – To run steadily To improve balancing skills <i>Fine Motor</i> – To hold a pencil using a dagger grip To hold a pencil using a pincer grip 	<ul style="list-style-type: none"> I know that I need to ask if I want to give someone a hug I know that I am allowed to say no if someone wants to give me a hug I know someone who can help me if I am afraid or worried. To be curious about babies through role play; what they look like, how they behave, the care they need. To consider how I have changed since I was a baby. To identify simple physical differences and similarities between people. 	<ul style="list-style-type: none"> I know who is in my family I know some families are different to my own I know that there are a lot of different types of families (including LGBT parents, foster families, adoptive families, stepfamilies, single parent families et al.) I understand what respect means I know some ways I can respect my friends

Maths:

Maths LTP Coverage

Robins

Week	Settling week	1	2	3	4	5	6	School Holiday - Half term	7	8	9	10	11	12	13		
Term																	
<u>Autumn</u>	Baselining		Number Sense, Place Value and Counting			Measure Length and height			Properties of Shape		Number Sense, Place Value and Counting		Position and Direction		Christmas maths activities		
<u>Spring</u>			Number Sense, Place Value and Counting		Measure (incl. exchange in prep for money)		Pattern		Number Sense, Place Value and Counting		Properties of Shape		Addition and Subtraction				
<u>Summer</u>			Number Sense, Place Value and Counting		Measure		Pattern		Number Sense, Place Value and Counting		Properties of Shape		Position and Direction		End of year maths activities		



Maths LTP Coverage

Owls

Week	Settling week	1	2	3	4	5	6	School Holiday - Half term	7	8	9	10	11	12	13	
Term																
<u>Autumn</u>	Baselining		Number Sense, Place Value and Counting			Measure Length and height			Properties of Shape		Number Sense, Place Value and Counting		Position and Direction		Christmas maths activities	
<u>Spring</u>			Number Sense, Place Value and Counting		Measure (incl. exchange in prep for money)		Pattern		Number Sense, Place Value and Counting		Properties of Shape		Addition and Subtraction			
<u>Summer</u>			Number Sense, Place Value and Counting		Measure		Pattern		Number Sense, Place Value and Counting		Properties of Shape		Position and Direction		End of year maths activities	

Literacy:

Primary Literacy

Genre Coverage: EY/KS1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 2024/25	<i>This is Me</i> Stories PSHE Texts	<i>The Gingerbread Man</i> Fairy Stories/Traditional Tales	<i>Around the World</i> Non-Fiction	<i>On the Farm</i> Poems	<i>Space</i> Stories/Non-Fiction	<i>Under the Sea</i> Key Stories
Year 2 2025/26	<i>Goldilocks and the Three Bears</i> Traditional Tales	<i>Let's Celebrate</i> Key Stories	<i>People Who Help Us</i> Non-Fiction	<i>Dinosaurs</i> Stories/Non-Fiction	<i>Let it Grow</i> Key Stories	<i>Pets at Home</i> Poems/Non-Fiction
Year 3 2023/24	<i>Healthy Me</i> Stories PSHE Texts	<i>Toys</i> Key Stories	<i>The Three Little Pigs</i> Traditional Tales	<i>Trains, Planes & Automobiles</i> Non-Fiction	<i>Minibeasts</i> Stories/Non-Fiction	<i>Seaside</i> Poems

HOW DO WE KNOW OUR EARLY YEARS LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

Our transition programme is designed to enable us to gain an accurate and detailed view of the whole child. Our transition programme includes:

- Introductory tours of the learning environment, school and grounds
- Invitation to a 'Stay and Play' with parents, where the incoming cohort has the opportunity to play in the environment with the current Reception cohort
- A 'Drop Off' session, where the incoming cohort can spend time with their class team in the learning environment, getting to know the staff and their new peers, without parents
- A nursery visit, where a member of staff will visit the child at their nursery, to see them in a learning environment where they are settled and confident, and to liaise with the child's Key Worker to gain further insight into their strengths and areas for development. We will ask the child's nursery to share any assessment data they have gathered with us too.
- A home visit, where a member of staff will visit the child and their parents/carers in their home. During this meeting, we will discuss the child's development and ask for any information that will help us to make the transition into school as smooth as possible.
- Where relevant, we will consult with external agencies, such as Speech and Language Therapists and Occupational Therapists, to ensure we have the appropriate resources, knowledge and support needed to make the best start in September.
- After having started in Reception in September, we will then send home with pupils a Parent Profile. This is a questionnaire we have designed to allow families to contribute further to the baselining process, giving them the opportunity to share any further developmental milestones that have been met over the Summer break before starting school.

This information gathered from a range of sources, alongside internal assessment systems, will help the Reception class team to form an accurate baseline of the child. Using this in-house baseline, learning opportunities can be planned which meet the child where they are, and progressively build to effectively develop functional knowledge and skills.

Throughout their time in Early Years, our staff will continuously assess through the use of observation and questioning. This enables them to provide responsive scaffolding and challenge to our learners within the environment, as well as identify next steps in learning, in order to plan future activities that are progressive and engaging.

A record of learning experiences is maintained by the class teams in each child's own Learning Journey. Physical copies of learning produced by the child are kept in their physical Learning Journey in the classroom, which learners can use to reflect back on their journey so far, and parents/carers are invited to view when they come into school. Classroom staff also complete and upload observations onto Evisense, our school's online Learning Journey platform. These observations of learning and 'wow moments' are shared with families each week, to keep them up-to-date with what their child has been learning, and allow them to celebrate achievements in the learning process at home.

In Early Years, we are keen to regularly gather meaningful data about each of our learners that we can use to track progress over time. We put great value in understanding what our children have learned, but also in finding how our children learn and the development of their learning behaviours. To enable us to assess this, class teams complete termly tracking observations to see how each learner makes use of the provision available, but also rate their involvement in the activities on a scale adapted from Laevers (2005). This supports class teams in identifying progression in learning behaviours, and allows them to effectively address any barriers that are found.

Moderation:

At Gosden House School, we strongly believe in the value of internally moderating our Early Years department. We believe that moderation should be a positive and collaborative process, supporting our practitioners in ensuring that their knowledge of the pupils in their classes and their progress in their learning is reflected appropriately in their assessment data. This process of collaborative discussion helps us to secure the consistency and accuracy of our judgements, provides reassurance of the validity of our data, and helps the whole team to gain a greater understanding of each individual learner, their successes and their learning needs.

To respond to the needs of our pupils and ensure that we are providing them with the best possible start to their learning journey, the EYFS is followed in both our Reception and Year 1 class, though the EYFS Profile is still completed at the end of the Reception year, as is our statutory duty. So that we can gain the best picture of the strengths, barriers and overall progress of each individual in their learning journey, we have chosen to moderate the progress within the seven Areas of Learning. As a supportive system, the moderation process not only helps us to ensure that the assessment data is relevant to the individual pupil, but also provides the opportunity for colleagues to work collaboratively to identify strategies that can be employed to further the knowledge and skills of our learners.

In order to make the process as robust and meaningful as possible, a range of colleagues will be invited to collaborate in the conversation, namely:

- the Reception class teacher,
- the Year 1 class teacher,
- the Year 2 class teacher (to ensure continuity in the transition from EYFS to National Curriculum),
- the relevant Curriculum Leader(s),
- a member of SLT.

As part of the discussion, all colleagues will consider the attainment of a learner, taking into account a range of evidence, including Learning Journeys, Evisense, phonics assessments, annotations and evidence gathering notes, alongside the professional knowledge of the class teacher. This will aid them in ratifying the assessment data and providing next steps. The Early Years team will also participate in and contribute towards the whole school Literacy and Maths moderation sessions, which are held at least termly.

FROM EARLY YEARS, HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE?

We are aware that the impact of providing our learners with the best possible start to their education is profound and far-reaching. Our children make exceptional personal progress in all areas of the curriculum, and achieve outcomes that are significant and meaningful to them as an individual. At Gosden House, we value and celebrate each individuals' progress, building their self-esteem and resilience.

Through the implementation of our diverse, inclusive and holistic curriculum, our children develop a love for learning, a sense of independence and foster a positive attitude towards themselves and others. They acquire a broad range of skills that prepare them for their next steps in their learning journey, and for their life as a Gosden Graduate. We aim for all of our children to leave Early Years equipped with a strong foundation for future success, and the confidence to embrace challenges and opportunities.

DIVERSITY, EQUITY, INCLUSION AND BELONGING (DEIB)

From our very first time meeting our learners, we do whatever we can to gain a deeper understanding of their individuality. At Gosden, we respect and celebrate visible differences, such as age, gender, ethnicity and physical appearance, but also unseen differences, such as thinking styles, religion and nationality. We embrace the diversity in each and every class, ensuring that our children and families are met with the same respect and care. As our learners are unique individuals, each with their own strengths and needs, we work collaboratively with colleagues, families and external agencies to ensure that all children have access to the tools they need to succeed. The culture of our learning environment has been created to value differences and enable connections, and also allow every member of the class, whether they are a pupil, member of staff or visitor, to feel safe and appreciated. Our curriculum allows our pupils to experience 'mirrors, windows and sliding doors', meaning they can see themselves reflected in their learning, they can see how other people are different to them, and they are able to learn about things that are unfamiliar to them, such as different cultures and countries.