



GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

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.

GOSDEN HOUSE SCHOOL

Early Years Foundation Stage

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|----------------------------------|---------------------|
| Date of original policy | Sept 17 |
| Original Author | Cindy O'Sullivan |
| Review date and SLT initial | Sept 17 |
| Next review date | Sept 2020 |
| Date emailed to governing body | N/A |
| Signed Chair of Governors N/A | Signed Head Teacher |

At Gosden House we offer a safe and creative learning environment where children can enjoy, learn and achieve. The school aims to work closely with families and other stakeholders to provide a high quality of education and care, catered to the specific learning and developmental needs of the child.

The statutory framework for the Early Years Foundation Stage (EYFS) can be found at

<http://media.education.gov.uk/assets/files/pdf/e/eyfs%20statutory%20framework%20march%202012.pdf> and is based around four guiding principles:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates.

Curriculum

Our programme for pupils in the EYFS is based on seven areas of learning and development:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

The EYFS curriculum is modified to suit the learning of each individual pupil. Play is considered an important part of learning and phonics is part of the daily programme.

Pupils explore a different topic every half term:

| Autumn term | Spring term | Summer term |
|-------------------|---|------------------------------|
| All About Me | Under the sea | Traditional tales Pirates |
| Food Christmas | People who help us Traditional tales | Minibeasts |

A full overview can be found in *Appendix A*.

Pupils are assessed using the Early Years Foundation Stage Profile. Practitioners use observation to continually assess pupil progress in the seven areas of learning and development. Pupil learning is collected, recorded and shared with families.

Responsibilities

The school will

- Ensure that staff are professionally trained and familiar with EYFS practice
- Look after the social, emotional and developmental needs of the pupils
- Communicate regularly with parents and carers using the home/ school diary
- Provide or direct parents to support if desired
- Work with families to support the learning and development of pupils
- Meet with parents and carers termly to discuss the progress of their child

Parents/ carers will

- Except in case of illness or circumstance, ensure their child is in school every day, ready to learn
- Communicate regularly with the school using the home/ school diary
- Try to attend meetings and events at the school
- Support their child's learning by reading and playing with them at home

APPENDIX A

| | Autumn | | Spring | | Summer | |
|----------|---|-----------|--|--------------------|---|-----------|
| Topic | All about me | Food | Christmas | People who help us | Traditional Tales | Minibeast |
| | | Christmas | Under the Sea | Traditional tales | Pirates | |
| Literacy | <p>READING: Recognising letters through Jolly phonics. Being able to identify letters around different environments. Daily story to encourage children to look at books. Use the same book for a few days/week so children are able to join in with repeated refrains.</p> <p>WRITING: Lots of mark making activities. E.g. painting, smart board, drawing, chalk. Lots of physical development to improve fine motor skills. Begin by encouraging the love of mark making. Discuss what they have created. Have a display of 'my favourite work' where children can put anything up they have created that they like. Finger gym for fine motor activities e.g. picking things up and moving them with tweezers.</p> | | <p>READING: Linking letters to the initial sound of objects. Model/practice reading basic words. Use Alphablocks to help model reading. Word of the week, e.g. cat. Have various types of books available to children. Role play stories.</p> <p>WRITING: Practice manipulating different surfaces to form letters, e.g. in sand, paint, with chalk on the concrete. Adults model lots of writing. Encourage children to write signs for role play area. Sound strips around the classroom to aid letter formation. Practice naming letters as well as their sounds.</p> | | <p>READING: Continue word of the week. Model segmenting and blending of simple words. Possibly model reading two words. Use stories like Spinderella to practice predicting the ending or what the book will be about.</p> <p>WRITING: Focus in on the meaning of the work they create. Encourage children to always talk about what they have drawn and why. Create maps with the labels of the places written on them even if it is only clear to the child. Continue fine motor development. Use sewing cards and threading. Model how to put a sentence together. Adults write down sentences for children to copy as well as children writing own sentences (all their own ideas.)</p> | |

APPENDIX A

EYFS Policy

Mathematics

NUMBER: Children will practice counting in a range of ways, e.g. through songs, counting of objects, game, using fingers and more. We will help the children deepen their understanding that numbers represent amounts.

AND MEASURE: Children will have lots of opportunities to use shapes in their play. They will be able to manipulate the shapes to build objects. Through their play they will develop their understanding of shape so they can talk about size, weight, capacity, position, distance, time and money. They will be able to explore characteristics of everyday objects and shapes and use mathematical language to describe them. This might happen in the role play area where they are using a block as a phone and can describe how it is similar.

NUMBER: Children will practice counting in a range of ways, e.g. through songs, counting of objects, game, using fingers and more. We will help the children deepen their understanding that numbers represent amounts. Children will be able to place numbers in order and say what is one more or one less than a number.

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NUMBER: Children will practice counting in a range of ways, e.g. through songs, counting of objects, game, using fingers and more. We will help the children deepen their understanding that numbers represent amounts. Using quantities and objects, they will be able to add and subtract two single-digit numbers and count on or back to find the answer. They can solve problems, including doubling, halving and sharing.

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| APPENDIX A | | EYFS Policy | |
|--|---|--|---|
| Personal, Social and Emotional Development | <p>MAKING RELATIONSHIPS: Children can play co-operatively, taking turns. They show sensitivity to others needs and feelings to for positive relationships with both peers and adults.</p> | <p>SELF-CONFIDENCE AND SELF-AWARENESS: Children are confident to try new activities and say why they like some and dislike others. They are confident to speak in a group and will share their ideas. They are able to say when they do and do not need help.</p> | <p>MANAGING FEELINGS AND BEHAVIOUR: Children can talk about how they and others show their feelings, behaviour and consequences. They know that some behaviour is unacceptable. They can work as part of a group or class. They can adjust their behaviour to different situations.</p> |
| Understanding the World | <p>PEOPLE AND COMMUNITIES: Children will have opportunities to talk about past and present events in their own lives and in the lives of family members. We will develop the children's understanding that other children might not like the same things as them and help them to become sensitive to this through their play and show and tell. Children will know about the similarities and differences between themselves and others, and among families, communities and traditions through our 'All About Me' topic.</p> | <p>THE WORLD: Children will learn about similarities and differences in relation to place, objects, materials and living things. They will have a chance to talk about their environment and how it differs from other environments. They will make observations of animals and plants and explain why some things occur, and talk about changes. We will be growing our own bean stalks during our 'Traditional Tales' topic to be able to talk about changes in plants.</p> | <p>TECHNOLOGY: Children will have lots of opportunities to develop their understanding of technology through a range of devices like Ipad's, Computers, toys and robots. They will learn that a range of technology is used in places such as schools and homes. They will be able to select and use technology for particular purposes.</p> |

APPENDIX A

EYFS Policy

Expressive Arts and Design

EXPLORING AND USING MEDIA AND MATERIALS: Children will sing songs, make music and dance, and experiment with ways of changing them all year round. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

BEING IMAGINATIVE: Children will use what they have learnt about media and materials in original ways, thinking about uses and purposes. An area of the classroom that will aid this learning is the role play corner where children can use their imaginations to create narrative play. They can represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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|----------------------------|---|--|--|
| Communication and Language | <p>LISTENING AND ATTENTION: Children listen attentively in a range of situations. They listen to stories and can respond with comments or questions. They give their attention to what others say and respond appropriately.</p> | <p>UNDERSTANDING: Children follow instructions involving several ideas or actions. They are starting to understand why or how questions about their experiences or familiar stories.</p> | <p>SPEAKING: Children express themselves effectively, showing awareness of listeners' needs. They are starting to use past, present and future forms when talking about events they have been a part of. They are developing their own narratives and explanations by connecting ideas or events.</p> |
| Physical Development | <p>MOVING AND HANDLING: Use a range of games to allow children to practice moving in a variety of ways. Obstacles set up so children can practice jumping and landing safely and negotiating space successfully. Ball games will be used to practice control over an object. Children will have lots of opportunities to practice using different tools to increase their control and create a preference for a dominant hand.</p> <p>HEALTH AND SELF CARE: Through topic we will discuss the health difference of foods so children can understand that something like an apple is a better choice than a chocolate bar. The children will have an opportunity to try new foods.</p> | <p>MOVING AND HANDLING: Use a range of games to allow children to practice moving in a variety of ways. Obstacles set up so children can practice jumping and landing safely and negotiating space successfully. Ball games will be used to practice control over an object. Children will have lots of opportunities to practice using different tools to increase their control and create a preference for a dominant hand. Children will also be encouraged to practice letters so they become more recognisable and correctly formed.</p> <p>HEALTH AND SELF CARE: children show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Through our topics, we will talk about keeping ourselves and others safe and how we can do this on our own.</p> | <p>MOVING AND HANDLING: Use a range of games to allow children to practice moving in a variety of ways. Obstacles set up so children can practice jumping and landing safely and negotiating space successfully. Ball games will be used to practice control over an object. Children will have lots of opportunities to practice using different tools to increase their control and create a preference for a dominant hand. Children will also be encouraged to practice letters so they become more recognisable and correctly formed.</p> <p>HEALTH AND SELF CARE: children show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Through our topics, we will talk about keeping ourselves and others safe and how we can do this on our own.</p> |