



Gosberton Academy Early Years Portfolio



‘No job is more important than working with children in the early years... When we succeed in giving every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow’

Development Matters, 2020

Early Years at Gosberton Academy

Our curriculum is designed to recognise children's prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Gosberton Academy, ensuring each individual reaches their full potential from their various starting points. Our curriculum has been designed to enable children to succeed through cooperative and collaborative learning principles. As such, there is a strong emphasis on the Prime Areas of learning; Personal, Social and Emotional Development and Communication and Language.

Our enabling environments and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration right from the start. We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences, as well as promoting the unique child by offering extended periods of play and sustained thinking. We follow children's interests and ideas to foster a lifelong love of learning both in and outside of school. By the end of the Reception year, our intent is to ensure that all children make good progress from their starting points and are equipped with the skills and knowledge to have a smooth transition into Year 1.

Learning Through Play

At Gosberton Academy, we recognise the importance of play, both indoors and outdoors. Well planned play is a key way in which young children learn with enjoyment and challenge, as it helps them to explore ideas, roles and relationships whilst displaying different behaviours and skills.

Our EYFS staff have specialist training, knowledge and expertise in working with young children and use this when planning play activities by:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activities
 - Extending and supporting children's spontaneous play
- Extending and developing children's language and communication through their play

We believe that adults involved in children's play activities need to facilitate and extend the children's learning through the planned play activities. High quality adult support is invaluable in extending children's learning, and here Gosberton Academy, we endeavour to extend the learning through well planned play activities.



Characteristics of Effective Learning

Characteristics of Effective Learning (CoEL) is understanding that during the earliest years, children's attitudes around learning will last a lifetime. CoEL in Early Years focuses on *how* children learn rather than *what* they learn.

At Gosberton Academy, children will learn how to be active learners through 'Characteristics of Effective Learning'. Curiosity, resilience, initiative and courage are all things our pupils explore whilst becoming life long adventurous and creative learners.

When planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately.

Three characteristics of effective teaching and learning are:

- **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

The characteristics of effective learning underpin everything we do in the EYFS and are always a focus.

We teach children how to check how well their activities are going and encourage them to change strategy as needed. We build in time to extend children's ideas through sustained discussion, considering 'how; and 'why' things happen.

Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All pupils and families will feel supported and integrated into the school life.
- Every pupil, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

**Honesty – Honest to each other
but also, honest to themselves.**



A

**Aspirational-
Aspirational staff, children, par-
ents and families**



T

**Togetherness-
Friendships, support, stakeholders,
community, parents and staff**



E

**Exceptional- Exceptional behav-
iour, effort, attitude, progress and
opportunities**



R

**Resilient- Never giving up, always
wanting to succeed.**



Gosberton Goals



Cycle A

	Autumn		Spring		Summer	
Topic	Into the Woods <i>PSED, CL, UW</i>		Fire, Fire! <i>PSED/ CL/ EAD</i>		The World Around Us <i>PSED/ CL/ PD/ UW</i>	
Stories	Goldilocks, Stanley's Stick, We're going on a leaf hunt The Bare and the Hare		Supertato! Zog and the Flying Doctors Once Upon a Dragon's Fire		Emma Jayne's Aeroplane Oi Get Off Our Train! The Naughty Bus	
Maths	Number and Place Value Addition and Subtraction Shape Length and Height		Number Patterns Doubling Halving and Sharing Time		Number Bonds Measurement Position and Direction Halving, Doubling and Sharing Money	
Science	Animals including Humans	Seasonal Changes	Materials		Planting and Growing	Animals including Humans
RE	Myself	Religious Stories	Easter	Special People	Our Special People	Our Beautiful World
Music	Me	Christmas	Everyone	Big Bear Funk	Boomwhackers	Singing

Cycle B

	Autumn		Spring		Summer	
Topic	Memory Box <i>PSED/ CL</i>	Home Sweet Home <i>PD/ UW</i>	Crowns and Castles <i>CL/ EAD / UW</i>		Roar! <i>PD/ UW / EAD</i>	
Stories	Kipper's Birthday Everywhere Bear, We're going on a Bear Hunt	Three Little Pigs, This is our house, This is the house that Jack built	Rapunzel, Zog, Dragon Post, The Knight who wouldn't fight		Dinosaur Roar, Dinosaurs Love Underpants	
Maths	Number and Place Value Addition and Subtraction Shape Length and Height		Number Patterns Doubling Halving and Sharing Time		Number Bonds Measurement Position and Direction Halving, Doubling and Sharing Money	
Science	Animals including Humans	Seasonal Changes	Materials		Planting and Growing	Animals including Humans
RE	Our Special Things	World Celebrations	Special Books	Our Special Places	Special People	Special Events
Music	My Stories	Christmas	Our World	Hey You!	Your Imagination	Singing

Baseline

In September 2021, The Department of Education (DFE) introduced a new EYFS framework. A new aspect of the EYFS framework is the Reception Baseline Assessment.

The Reception Baseline Assessment, or RBA is a short, interactive and practical assessment of our learner's early literacy, communication, language and mathematics skills when they begin in school. It is undertaken with the EYFS class teacher and will measure our learner's progress from Reception to Year 6. It allows our staff to spend quality 1-1 time with your child, getting to know them and if they need any further support in certain areas.

At Gosberton Academy, we use NFER along with our own teacher judgements to baseline children in their first three weeks of School.

For more information on the NFER baseline, please visit:
<https://www.gov.uk/guidance/reception-baseline-assessment>

Tapestry

All children are regularly assessed to ensure that they are making the desired rates of progress. They are tracked and monitored in all areas of their learning and you are free to both view and contribute to your child's development journal at any time.



TAPESTRY
ONLINE LEARNING JOURNAL



Communication and Language

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



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.



Communication and Language

At Gosberton Academy, we believe that this area sets a foundation for all seven areas of learning and development. We provide our learners with the opportunity to experience quality conversations with adults and peers throughout the day in a language-rich and immersive language environment, and to develop their confidence and skills in expressing themselves.



Throughout our learner's first year of School, we promote and encourage listening attentively to each other in one to one situations, small groups and whole class situations. During the day, we listen to stories, retell and discuss stories. We spend time talking and discussing ourselves, our likes and our dislikes and learning about each other. Children are encouraged to think deeper and give explanations for why things might happen and use the new vocabulary when appropriate.

Personal, Social and Emotional



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

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.

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.



Personal, Social and Emotional



At Gosberton Academy, pupils are encouraged and supporting in developing a positive sense of themselves and others to enable them to form positive and respectful relationships. Pupils develop social skills and learn how to manage and understand their own feelings and behave appropriately in groups, and to be confident in their own abilities. We support pupils to look after their bodies, including healthy eating. Independence is encouraged and supported and children are given the skills to dress and toilet independently.

Throughout the year, children are supporting in developing social skills, making new friends and maintaining positive friendships with their peers. Children are supported to share, taking turns and resolve conflicts. We work towards simple goals, learning to wait for what we want and controlling our impulses. Pupils follow instructions involving several actions or ideas. Towards the end of the year, children are encouraged to think about what it's like to be in year one. We promote discussions about how change can make us feel and about some of the things we can do to control our feelings. Throughout the whole year and their whole time at Gosberton Academy, we celebrate our own and our friends successes.



Physical Development

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



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.



Physical Development

Gosberton Academy provides opportunities for pupils to be active both indoors and outdoors, through play, PE lessons and on the playground. Children have the opportunity to develop their coordination, control and movement. Pupils are helped to understand the importance of physical activity and develop both gross and fine motor skills. Pupils are supported to demonstrate good personal hygiene including hand washing and toileting.

Children have the opportunity to talk about the effects of exercise on our bodies and focusing on how exercise makes us feel. We encourage children to follow and understand safety measures without direct supervision and children will be able to tell you why we need to be safe. Children will be using a range of tools independently with accuracy and care, including holding a pencil effectively in preparation for fluid writing during our letter formation sessions.



Literacy



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.

Writing:

- 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

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

Literacy



At Gosberton Academy, we prioritise both language comprehension and word reading. All staff in EYFS and across the School are trained in Little Wandle Phonics. Teachers and teaching assistants facilitate pupils ability to link sounds and letters, and to begin to read and write. To assist pupils in doing this, the we give pupils access to a wide range of reading materials to develop a life-long love of reading.

Our curriculum is based on early reading and writing skills, explicit daily teaching of phonics, recognising common and irregular words, reading and understanding simple sentences and talking about what they have read. Children will then begin to use their phonic knowledge to build and write words and construct simple sentences.



Maths

Number:

- Have a deep understanding of number to 10, including the composition of each number; 14
- 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.

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.



Maths

At Gosberton Academy, we provide pupils with the opportunity to develop their skills in counting, understanding and using numbers, and working out simple addition and subtraction problems. They are supported to recognise the relationships in patterns and numbers and apply their understanding. There are opportunities for children to develop spatial reasoning skills including shapes, spaces and measures.

Our curriculum is based around counting reliably from 1-20, understanding number order and beginning simple addition and subtraction; children will also experience solving mathematical problems by talking about shapes, weight, capacity, time, money, halving and measuring and comparing everyday objects.



Understanding of the World

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



The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants; matter.

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.



- 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.

Understanding of the World

Gosberton Academy guides pupils to make sense of the physical world and their community through opportunities to explore, observe, visit and find out about people, places, technology and the environment. Throughout the year, children build their knowledge and familiarity with a wider vocabulary

Our broad and balanced curriculum enables children to base their learning on what they understand of the world around them through talking about past and present events within their own families, being aware of the differences and similarities between others and among families, communities and traditions; children will observe the differences in their environment, learn about plants and animals and talk about changes. They will also use a range of different technologies, selecting and using them for different purposes.



Expressive Arts and Design



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.

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

Expressive Arts and Design



Gosberton Academy enables pupils to explore and play with a wide range of media and materials, and provides pupils with the opportunity and encouragement to share their thoughts, ideas and feelings through a variety of activities including art and music. Staff support the development of children's artistic and cultural awareness by exposing them to quality and variety.

Throughout their time in EYFS, children will sing songs and create their own music and dance. They explore a range of materials, tools and techniques to look at different colours, design and texture in their artwork and are given opportunities to be imaginative through art, music, role play and stories

Outdoor Learning

Phonics Games

Progressive
Curriculum building on prior
knowledge

Phonics Play

Capturing Our Knowledge

Application of knowledge
through cross curricular

Big Cat Phonics Books

Phonics Assessments

High quality Phonics
interventions

Use of technology to
record learning

Phonics continuing
into KS2

