

Continuous

Provision

Our Vision

Trimley St Martin Primary School

Year 1

For parents and carers

Our Environment



Research continually tells us that young children learn best through play and exploration. Our vision in Year One is to build upon the excellent practice found in EYFS. We believe in giving children time to think and explore. We believe in building close relationships with the children which will create a strong sense of well-being. We believe that giving children ownership of their learning and engaging them through play will create a greater enthusiasm for learning by adults and children alike. We want to

deliver a curriculum that is exciting, creative and dynamic which enables skills and knowledge to be applied so that children can purposefully build on what has already been learnt. We will identify what the children need to learn next to ensure they are all successful, independent learners.

Each day, within the provision, children will get the chance to be a designer, an artist, a writer, a scientist, a musician, a mathematician, a storyteller, an athlete, geographer or historian. Carefully planned play based experiences will inspire the children to consolidate their skills, knowledge and understanding enabling them to be independent, resilient learners who motivate themselves to take on the next challenge and push themselves forwards. Children will be actively engaged in a wide range of activities that they themselves have chosen.

We believe that high level engagement is what gives the potential for high level attainment. The more engaged a child is, the more they absorb and facilitate their learning. We believe in delivering a developmentally appropriate approach to learning, and we believe that for a majority of children at five and six years old, "formal" teaching isn't the best approach. Of course, all children will develop at different rates, but even those children who would deal with formal teaching well, may in fact thrive more readily in an environment where they are given the opportunity to learn through quality play experiences where they will be engaged and challenged- we believe that is how you facilitate truly effective learning.

We believe in teaching children to think for themselves, discover for themselves and learn for themselves.

We believe in developing
A lifelong love of learning.

Transition

“How a child manages their emotions when making the transition from Foundation Stage to Key Stage 1, shapes pathways in the brain, which in turn create the ‘blueprint’ for future emotional responses and behaviours.”

The National Scientific Council On The Developing Child 2011

We believe that transition is a ‘process, not an event.’ Unfortunately this year due to the strange circumstance created by Covid, there have been very limited opportunities for creating a smooth transition. However, we believe that by structuring Year 1 with a familiar ‘continuous provision’ approach, we will be starting in a place where the children feel safe and secure.

In the future, we hope to develop our transition process to develop key links between the EYFS and Year 1 teams right from the start of the year, so that Year 1 teachers can see where the children have come from and EYFS teachers can see where the children are going.

What Will Continuous Provision Look Like In Year 1?

While we fully believe that a vast amount of quality learning can happen during ‘continuous provision’, we also are very realistic in the fact that not all learning can occur in this way.

Our vision is to have a balanced mix of several types of learning:

Direct Input: Each day, the children will have a whole class direct input session for phonics and maths. The skills needed for these subjects need to be explicitly taught, and the best way to deliver this is through short, active, daily taught sessions (around 20 mins) Throughout the course of the week, the children will also have direct inputs for English, reading and other topic areas, although these may not happen on a daily basis and will reflect the learning that is occurring that week. There will however, be many opportunities for writing to occur on a daily basis throughout the

provision, for a range of purposes. Within their play, the children will be encouraged to write and adults in the setting will use these times to discretely teach different skills. Adults within the classroom will be consistently modelling writing and will offer guidance to support the children in using their phonics skills, correct letter formation and prompting them to remember to use punctuation and correct spelling of common exception words.

Adult Focus Groups: Children will be continually assessed and drawn into appropriate focus groups led by an adult to complete activities that will move their learning forward. These focus group activities will be completed and recorded in books. As a guide, each child will be in 2-3 focus groups a week for maths and english. These groups may be led by a teacher or a TA within the class. Working in groups in this way will give us opportunities to extend and stretch those working securely within the year group expectations as well as give us opportunities to support any children who are needing extra support.

Shadow Focus Groups: Some children may be asked to work as a shadow focus group, completing an activity independently, before having an opportunity to discuss their learning with an adult. This work will be completed and recorded in books.

Rainbow Challenges: Throughout the provision, there will be a variety of adult initiated activities and challenges. These will change each week. The children will be able to choose when and how they approach these activities throughout the course of the week, but the expectation will be that they are completed to a high standard and they must be checked and signed off by an adult. By the end of the week, children should have completed all the tasks to build their 'rainbow'. This ensures that children have accessed a good range of learning opportunities throughout the course of the week. This learning will be recorded in books or via seesaw.

Adult Initiated Activities Within Provision: At times, adults will have certain objectives that they will be teaching and assessing within the provision. The adult will skillfully observe the play that is occurring within provision, and take the learning to the children. For example, if a child is making recipes within the mud kitchen, the adult may help the child to develop their language in talking about the quantities needed for their recipes through a discussion on capacity. They can take notes on what language the child is using independently and record this on a post it note for assessment. They could discuss and extend the language of capacity and show the scales that are drawn on the side of the bottles. They may suggest that a recipe be written and model for the children how to use the recipe writing sheets that are available.

Child Initiated Activities: Children will have access to all areas of the provision throughout their day. We will fill each area of provision with many opportunities for learning, including maths and writing. We will celebrate their creativity and independence and give as much respect and credit to their child initiated work as we do to their adult led activities. As the year progresses, children will learn how to create their independent learning journal, where they can have ownership and record their own learning.

We believe that it is important for adults to have time to 'play and observe' alongside the children. It will be vitally important for adults to have time within the provision with the children to learn and discover their interests, their strengths and to identify gaps in their learning. Throughout this time in provision, adults **may** give prompts or suggestions to children to help move learning forward, but, at times, it will be more appropriate to just watch, observe and develop relationships with the children.

Transition into Year Two

As we continue through the year, we will gradually introduce more formal teaching sessions followed by whole class, table top learning, so that by the end of the year, the children will be ready to embrace the more traditional style of learning found in year 2.

A Skills Based Approach To The Curriculum

We strongly believe in a 'skills based' approach to teaching many curriculum areas. Rather than encouraging the children to complete a certain activity or to recreate something we've made earlier - 'blue peter style', we will endeavour to teach skills and allow children the creativity, choice and independence to develop those skills in a way that interests them, rather than creating 'cookie cutter' identical pieces of work.

Celebrating Success

We believe that children should feel an immense pride in the work that they complete, both during adult led sessions and during their time in continuous provision. We have dedicated a large wall to a 'proud wall' display. Each child has a space on this display and we encourage them to display work that they are proud of and celebrate this work within class. The children have ownership over this space and can request when things are put up. We will often also record this on Seesaw so that parents can join in the celebration of their work.

We hope you find this helpful.

Mrs. Campbell & Mrs. Stockdale