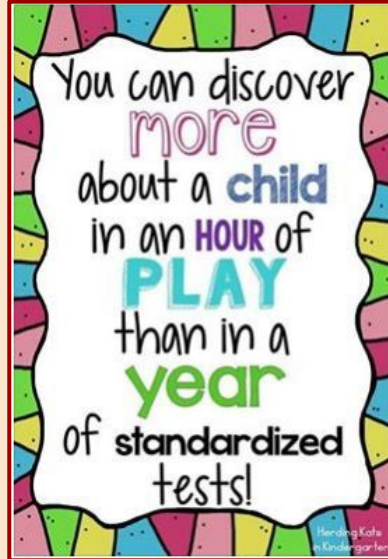


Continuous Provision in Year 1



Miss K Collins, KS1 Leader
July 2022

Intent

To adapt the current pedagogy of Year 1 teaching.

To support all areas of the curriculum through a **purposeful** play based approach (continuous provision).

Why are we doing this?

Piaget (1952) refers to a child's development in stages not ages. The preoperational stage runs from 2-6 years.

In this stage children learn how to use language, think symbolically and represent ideas through pictures and objects.

It is not until the age of 7 that a major change in the way children learn takes place.

Just because the curriculum framework changes, doesn't mean the way in which a child learns has to.

Research from Upstart Scotland states that many countries have found evidence that “children under the age of seven benefit from an educational approach that supports their all-round physical, emotional, social and cognitive development, rather than pushing them towards early academic achievement.”

What is continuous provision?

Carefully chosen and organised quality resources placed in areas which are always available for children to access independently across every area of learning.

Children are 'learning through play'.

Role of the adult is vital for successful provision to take place.

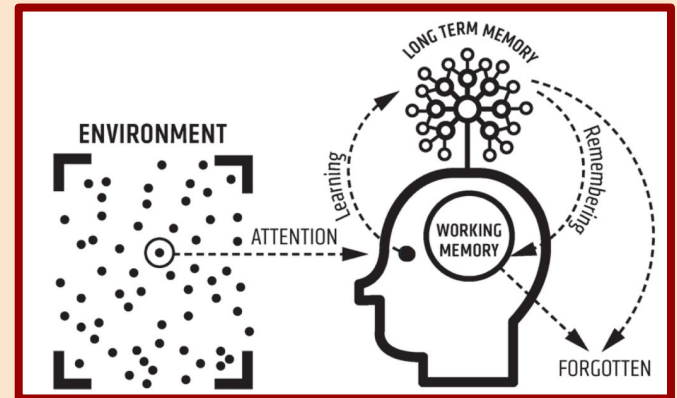
Continuous provision is not an add on to the curriculum, it is the curriculum.

Our current EYFS cohort have achieved 61% GLD

On entry, assessments found that this cohort had low levels of speech and language, listening and attention and personal, social and emotional development and this is still evident.



Build on what the children already know, schemas!

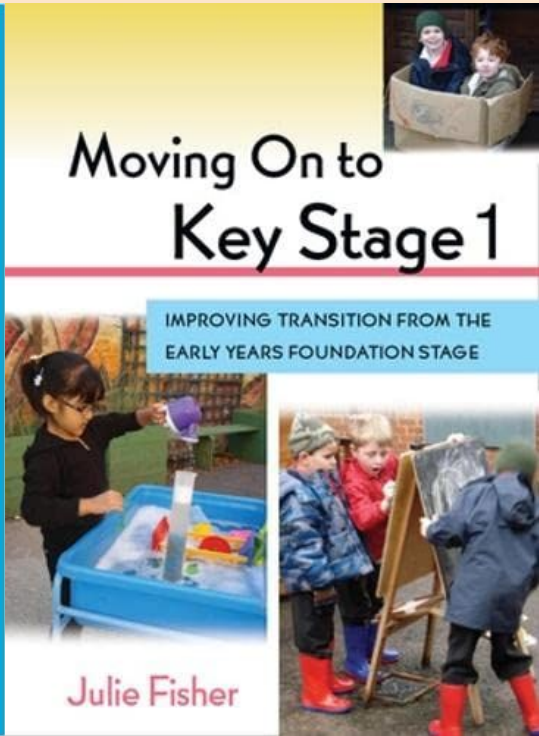
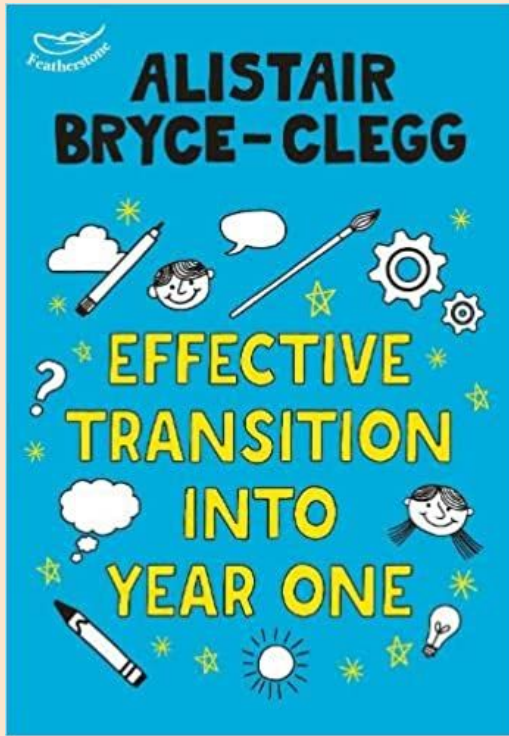


Alistair Bryce Clegg (2020) discusses the importance of making the unfamiliar familiar to children.

Unfamiliar environments and ways of working hinder children's progress and attainment.

High levels of engagement from children will result in high levels of attainment. For all abilities.





Implementation

The learning environment will be similar to that of our EYFS classrooms.

Children will be applying their learning in a way that suits their learning style and stage of development and will have the opportunity to continually practise and apply these skills.



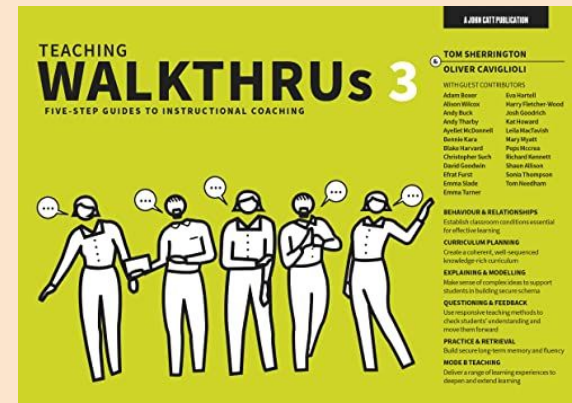
Teachers will continue to explicitly teach core skills and knowledge.

All learning opportunities will be purposefully planned for and will cover the EYFS framework as well as the National Curriculum objectives.



Mode B teaching

This focuses on fostering curiosity within children, giving pupils choices and enabling them to work collaboratively.



Play in practice - “play has an essential role in supporting healthy cognitive and physical development.”

Planning should create enabling environments with a range of opportunities for children.

Create sensory, hands on opportunities for learning. Physical play is vital for development of strength, balance, coordination and physical health.

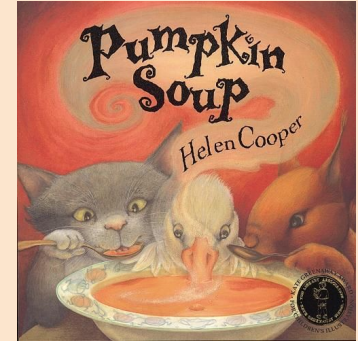
Construction



Tuff trays



Role play



Loose parts



Small world





Autumn Block 1

Place value (within 10)

Step 1 Sort objects

Step 2 Count objects

Step 3 Count objects from a larger group

Step 4 Represent objects

Step 5 Recognise numbers as words

Step 6 Count on from any number

Step 7 1 more

Step 8 Count backwards within 10

Step 9 1 less

Step 10 Compare groups by matching

Step 11 Fewer, more, same

Step 12 Less than, greater than, equal to

Step 13 Compare numbers


Step 14 Order objects and numbers

Step 15 The number line

Children will have opportunities to write in every area.

To do list


1. Cook the food



To do list

2. Set


1. cook




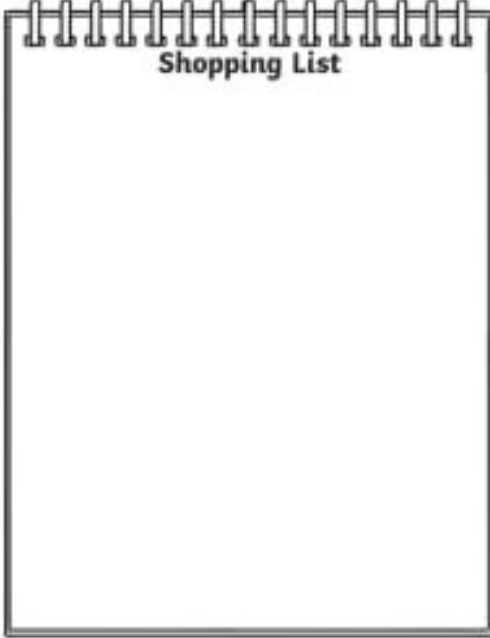
To do list

2. set

1.



Shopping List



All objectives from NC will still be covered from Plot to Plate theme.

All children will self select an activity.
A lot of research suggests a plan, do, review approach.

| | |
|----------------|-------------|
| Role play area | Tuff tray |
| Loose parts | Small world |

Planned activities will take place in each of these areas which the children will have to complete. They will then have the opportunity to guide their own learning.

The learning opportunities will be monitored by tracking which children have completed each activity.

Impact

It doesn't matter the age a child starts school, what matters the most is the experiences a child is given are appropriate to their age and stage of development (Julie Fisher, 2010).

Children will be given opportunities to 'revisit and embed knowledge and skills' whilst strengthening effective learning behaviours they have established in Reception (Early Excellence, 2022)

Purposeful play gives children the opportunity to develop the following skills:

- Problem solving
 - Collaboration
 - Investigation
 - Delegation
 - Creativity
 - Make decisions
- Work with purpose
 - Independence
 - Resilience
- Build on emotional development
(Early Childhood Hub, 2022)

Happy children make successful learners
(Alistair Bryce Clegg, 2020)

