Why We Choose Continuous Provision in Year 1

At our school, we know that children learn best when they feel happy, confident, and engaged. That's why we continue with *continuous provision* as children move from Reception into Year 1.

Because we have mixed ages classes with both Reception and Year 1 pupils, this gives us the ideal opportunity to put this into practice.

Continuous provision allows children to explore, play, and learn in a hands-on, meaningful way. It builds on their experiences in the Early Years and helps make the transition into more formal learning smoother and more supportive. In Year 1, this means your child will still have access to carefully planned areas of learning—like construction, role play, creative corners, and reading spaces—alongside more structured lessons.

Educational research shows that young children benefit from a balance of play-based and adult-led learning. By continuing continuous provision, we're following evidence-based practice that supports children's development in communication, problem-solving, independence, and emotional well-being. It also enables teachers to observe children closely and tailor support to meet individual needs.

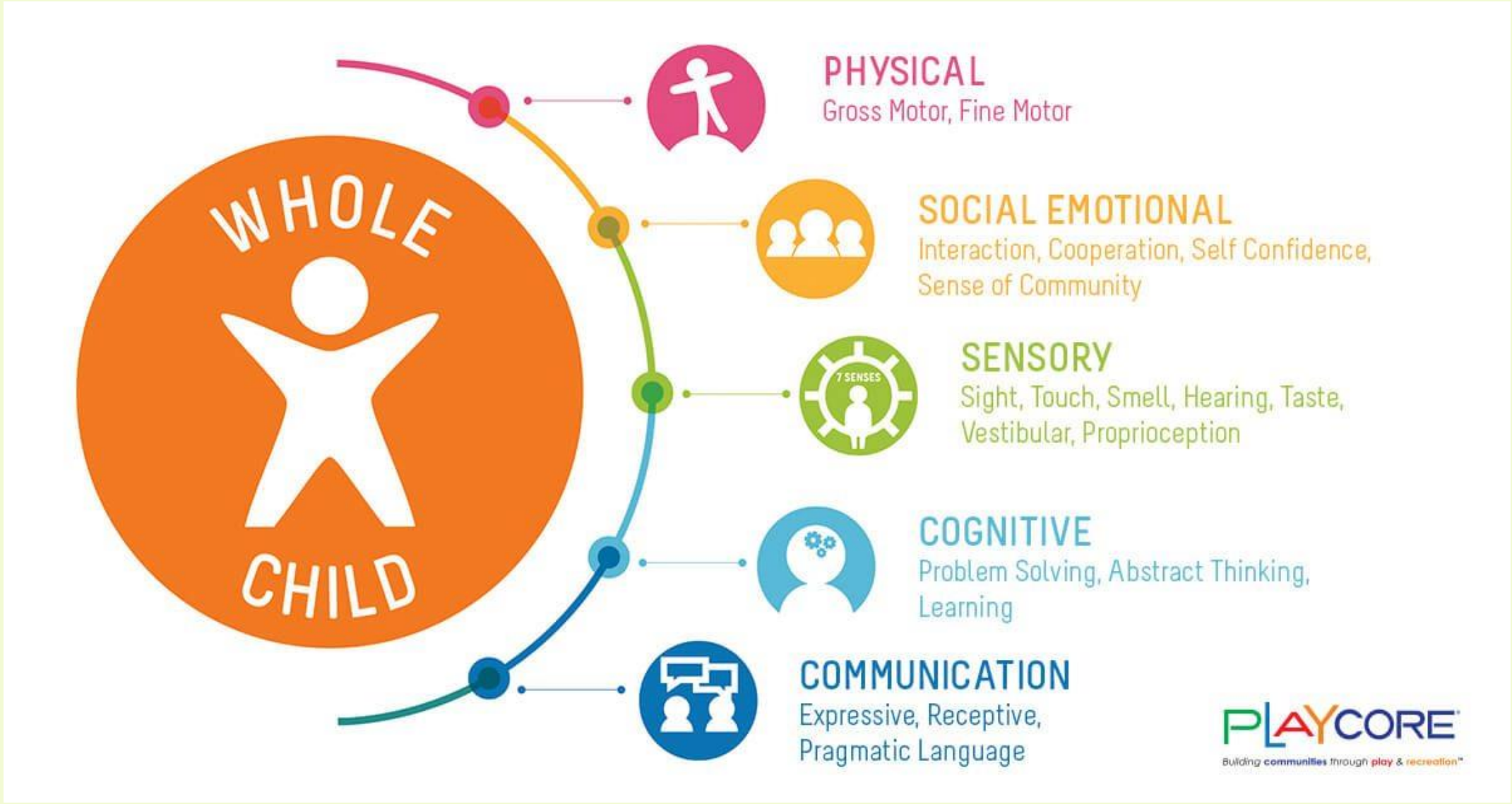
This approach ensures your child stays excited about learning while making strong progress across the curriculum. By combining research with our understanding of each child, we're helping every learner thrive in Year 1 and beyond.

The **WHY**

In England, children start formal schooling at the age of four. Education experts widely advocate for an extension of informal, play-based provision and a delay to the start of formal 'schooling' in England until the age of seven (Whitebread, 2013). This would bring England in line with several other countries, who currently have higher levels of academic achievement and child wellbeing. Play is crucial for children's learning and development. Children who engage in imaginative, physical and social play develop better skills in thinking, problem-solving and emotional control (Whitebread et al., 2017). Studies also indicate that play-based preschool programmes lead to better academic performance, motivation and overall wellbeing (Whitebread et al., 2017).



The **WHY**


WHOLE CHILD
PHYSICAL
Gross Motor, Fine Motor
SOCIAL EMOTIONAL
Interaction, Cooperation, Self Confidence, Sense of Community
7 SENSES
SENSORY
Sight, Touch, Smell, Hearing, Taste, Vestibular, Proprioception
COGNITIVE
Problem Solving, Abstract Thinking, Learning
COMMUNICATION
Expressive, Receptive, Pragmatic Language
PLAYCORE
Building communities through play & recreation

Developing the **Whole** Child

Holistic development is an approach that focuses on the whole child and all aspects of their growth, development and wellbeing. This approach emphasises the importance of children's physical, personal, social, emotional and spiritual wellbeing as well as intellectual/cognitive aspects of learning.

Physical Development

- fine motor skills, such as grasping, hand-eye coordination and pincer grasp
- gross motor skills, such as crossing the midline, running, jumping and throwing
- spatial awareness, balance and coordination
- sensory development
- healthy physical growth, including sleep and diet
- taking risks



Emotional Development

- self-awareness and self-regulation skills
- having healthy self-esteem and confidence
- expressing their own emotions, interests, needs and wants
- developing positive and trusting relationships
- recognising how others may feel and how this may be expressed
- developing independence

Social Development

- interacting, communicating and expressing their needs
- negotiating and compromising
- developing positive relationships
- building empathy
- participating in group activities (taking turns, sharing and cooperating)
- listening to others and respecting their opinions



Spiritual/Moral Development

- having a growing sense of self
- developing decision-making skills
- building morals, values and a sense of right and wrong
- being kind, gentle and caring towards others and their world
- developing a sense of belonging and community
- celebrating diversity



The importance of **PLAY**

Play – those uninterrupted, spontaneous moments of joy and discovery. That is how children flourish, how they make connections with what they already know and how their self-confidence radiates to all around them. With evidence behind us, (Fisher, 2020a; Whitebread et al., 2012; Piaget, 1945), we must let go of the notion that if children are not at a desk, then they are not learning.

Vygotsky claims that cognitive development is directly related to play and 'provides rich and varied contexts for developing skills such as observing, organising, recording, interpreting and predicting and develops natural curiosity and stimulates imagination' (cited in Esteban-Quitart, 2018). Alistair Bryce-Clegg (2022), inspiring educational EYFS consultant and advocate for play in Key Stage 1, states that 'play is a self-initiated opportunity where children are motivated by engagement and curiosity to use every aspect of their creative and critical thinking brain to consolidate and rehearse what they already know whilst actively creating new knowledge'.

Practise Makes Perfect

Direct teaching

Guided tasks/ small group practise

- Opportunity to practise with support
- Direct instructions and focused attention from adult.
- Adult is able to address misconceptions straight away.

Provision

- Make mistakes
- Explore with no limitations and judgements
- Learn from others
- Teach others

Science

ELG: The Natural World

Children at the expected level of development will:

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

Step 1	Plant parts
Step 2	Tree parts
Step 3	Wild and garden plants
Step 4	Plants in my local area
Step 5	Deciduous trees
Step 6	Evergreen trees
Step 7	Trees in my local area

What does this look like in our setting?

Carpet meeting input





What does this look like in our setting?

Guided Tasks

WB Monday 14th October 2024 — Science—Guided

LO: To identify parts of a tree

In their Science lessons, the children have completed an Autumn walk and have been looking at different types of trees. In this lesson, they will look more closely at trees by identifying the different parts of a tree.

1. Circle the trees.



2. Are the statements true or false?

Circle your answers.

Trees are a type of plant.	true	false
Some trees grow fruit.	true	false
All trees are green.	true	false



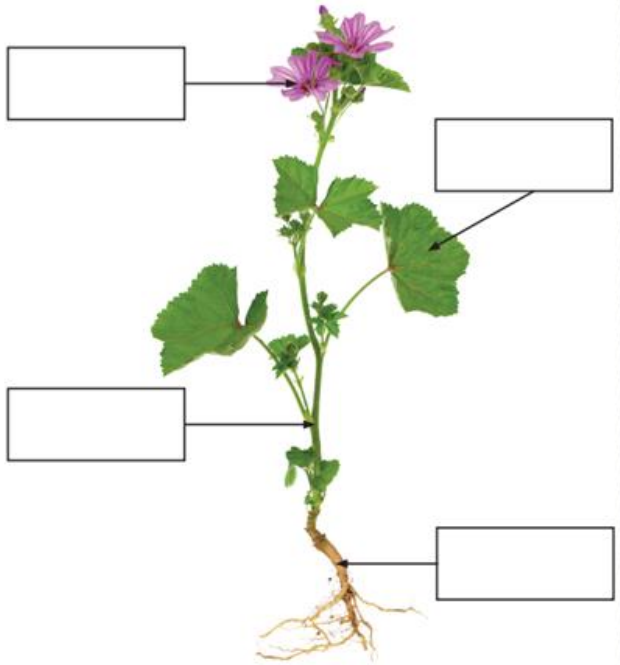


Independent Tasks

WB Monday 23rd September 2024 — Independent

LO: To label a flowering plant

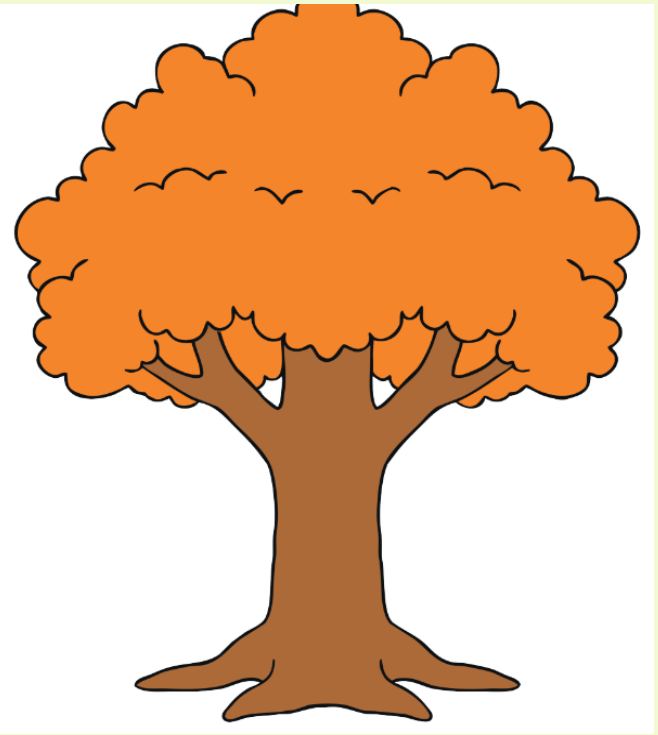
In this week's Science lesson, the children have been taught the different parts of a flowering plant. As a class, we have identified and discussed the different parts. The children now have to complete this sheet independently to showcase their understanding.

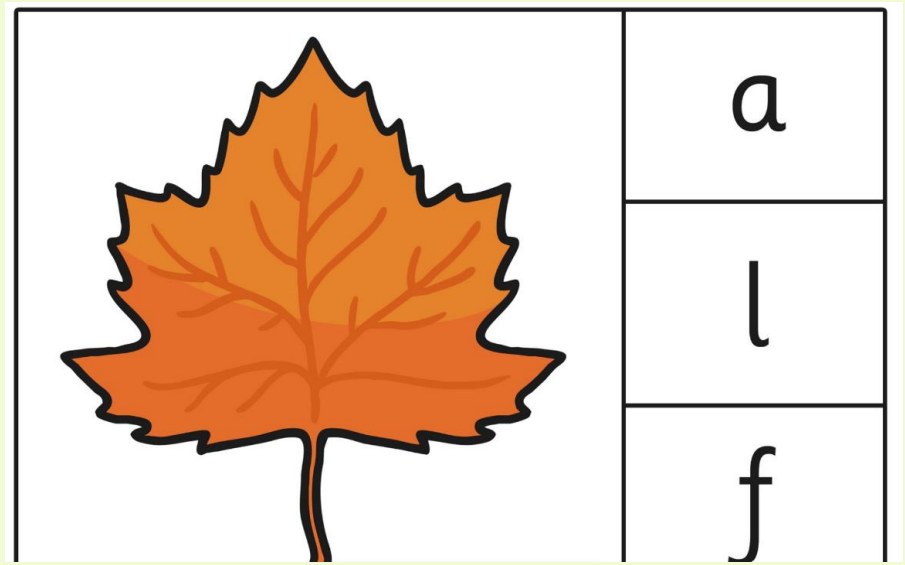


Provision


Autumn Label the Picture Activity Sheet


Fran Maple - Learning and Exploring Through Play




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f


1234



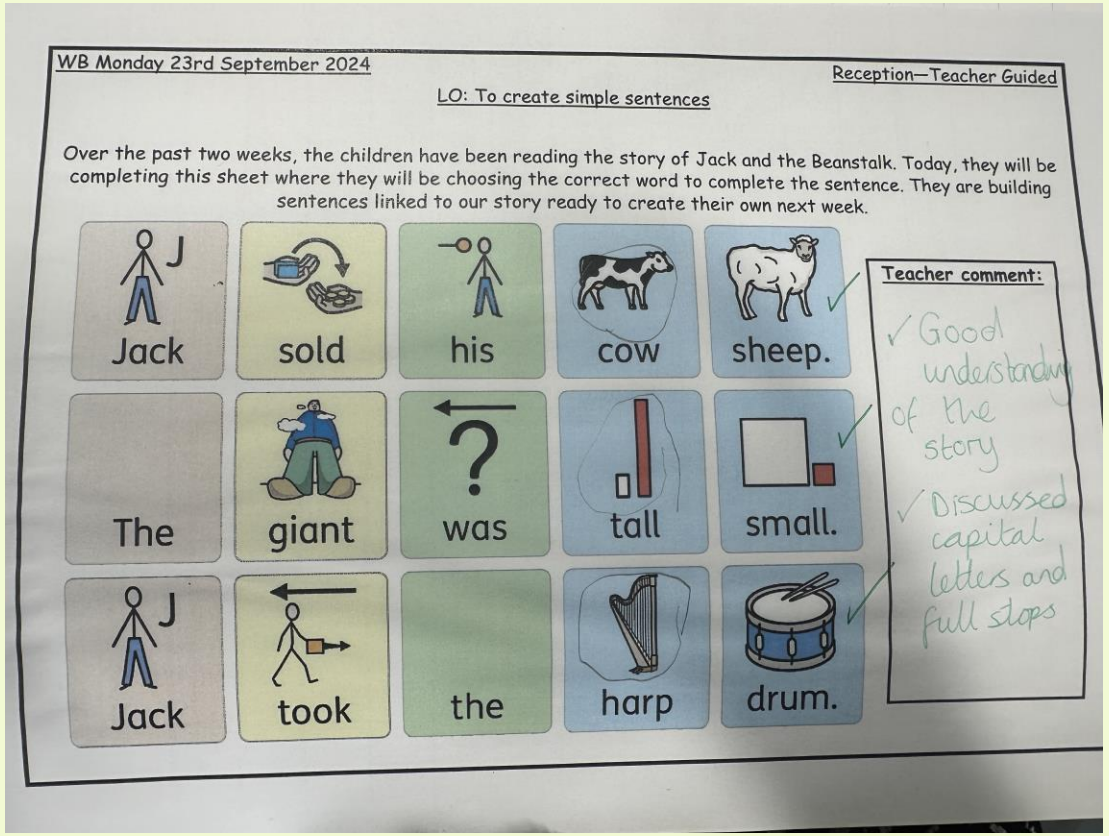
What does this look like in our setting?

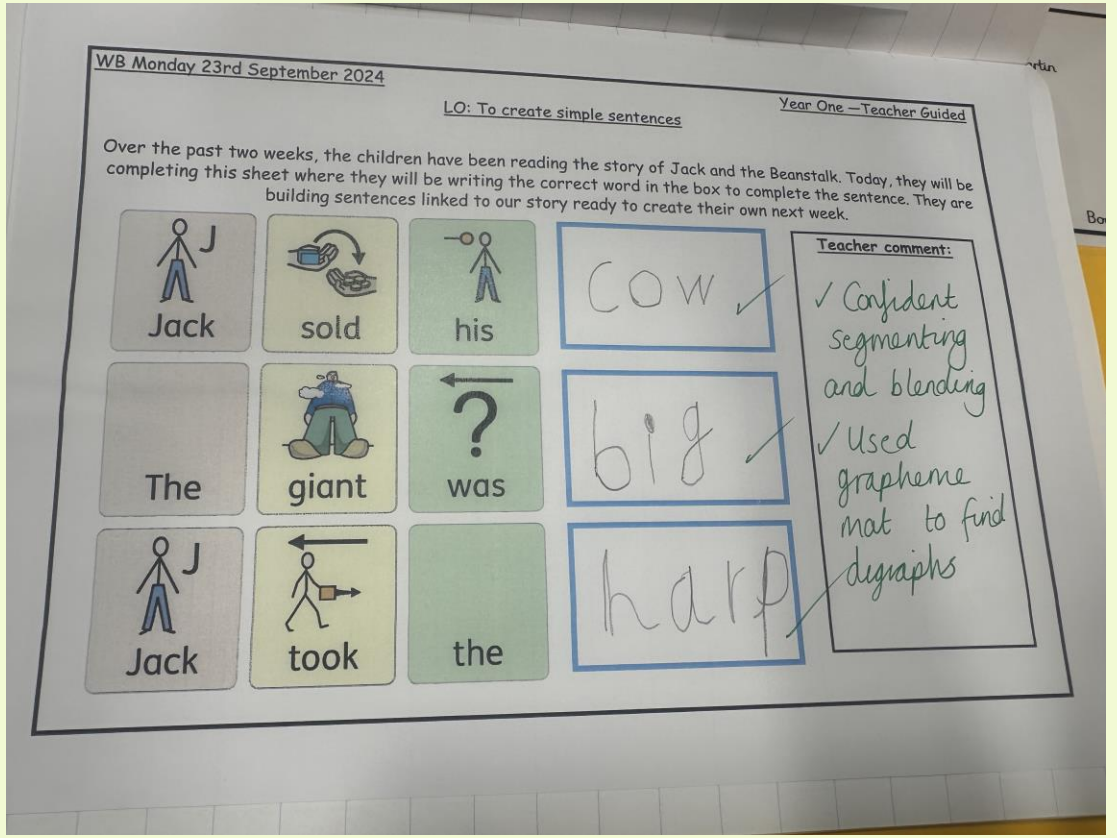


End product... To write a character description

What does this look like in our setting?

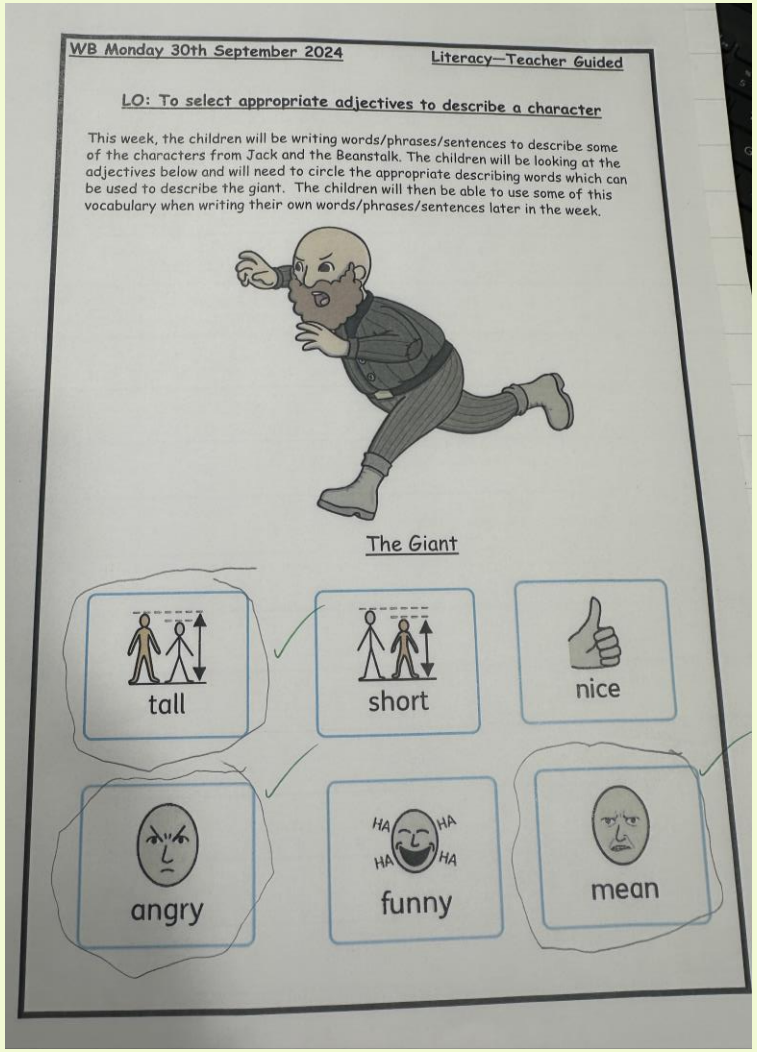
Looking at sentence structure – linked to the story.

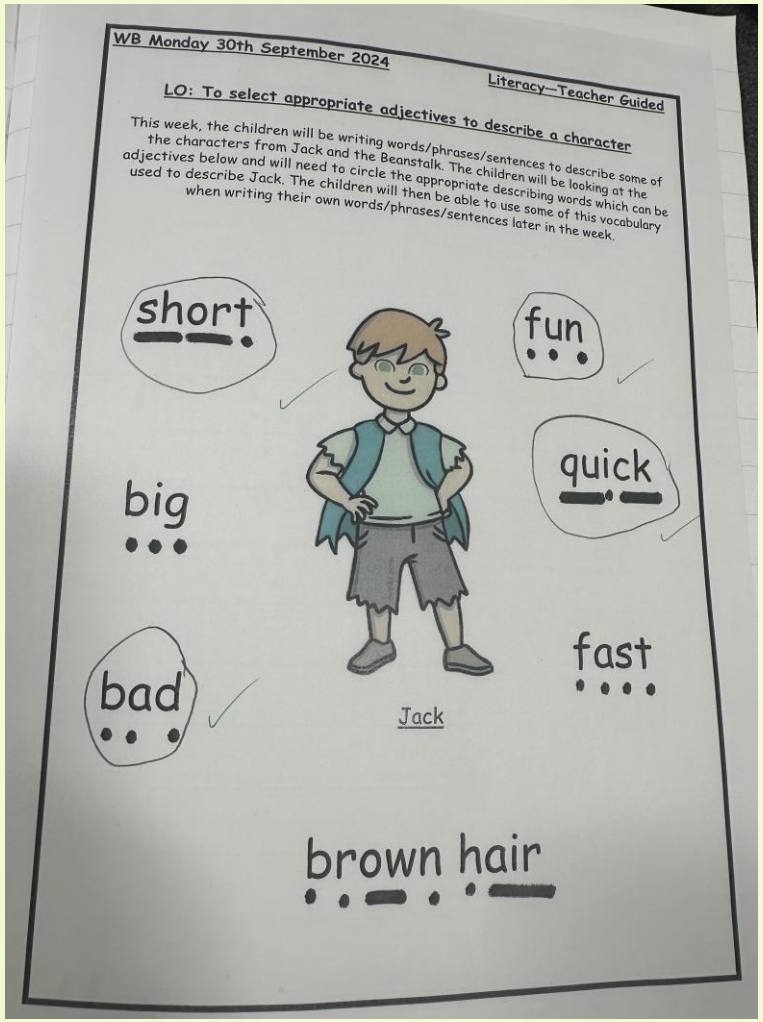




What does this look like in our setting?

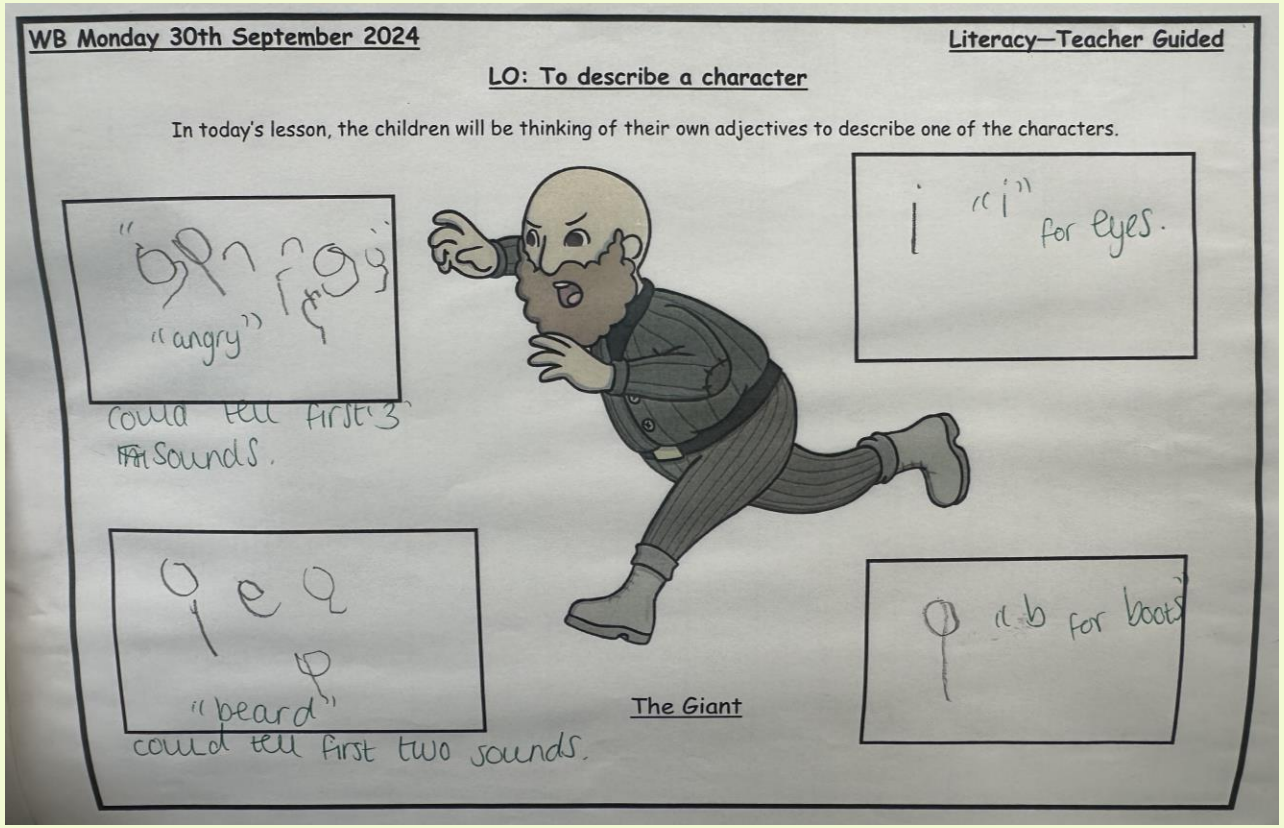
Selecting appropriate adjectives to describe.

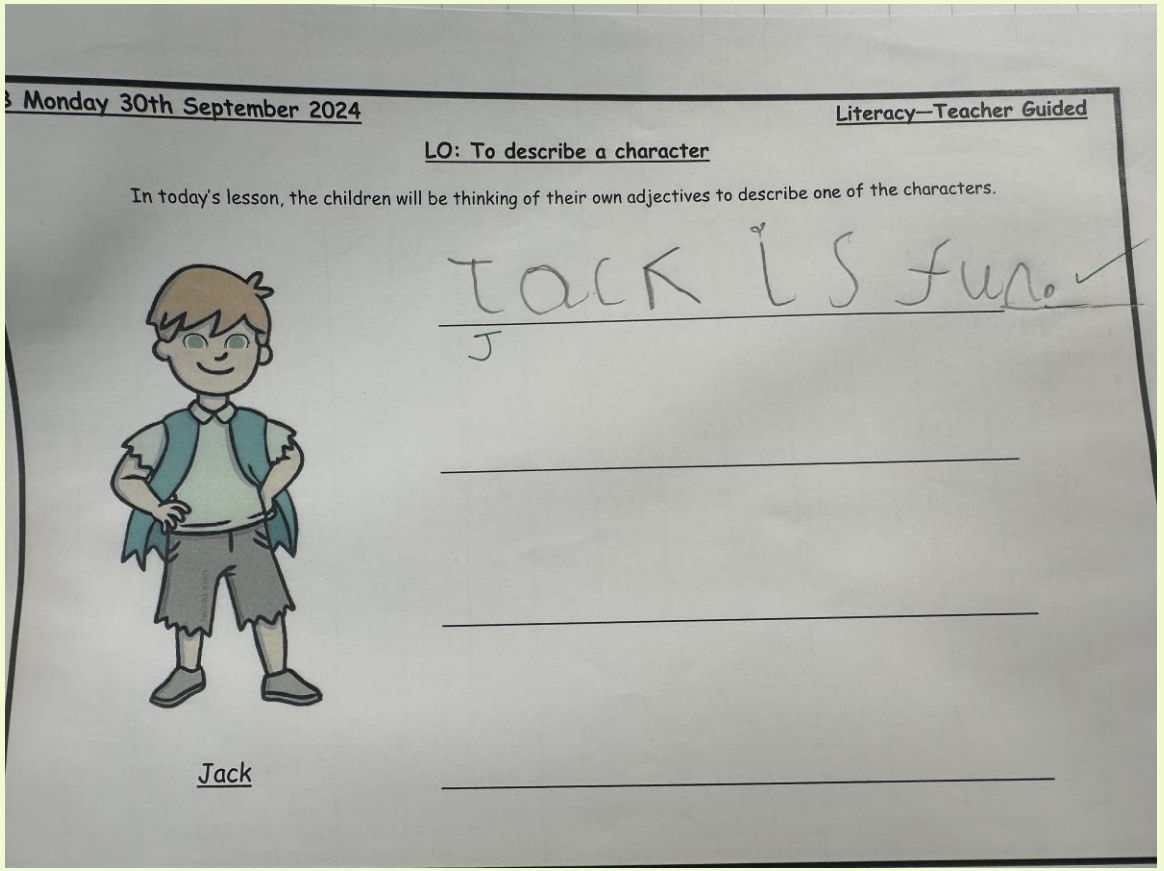




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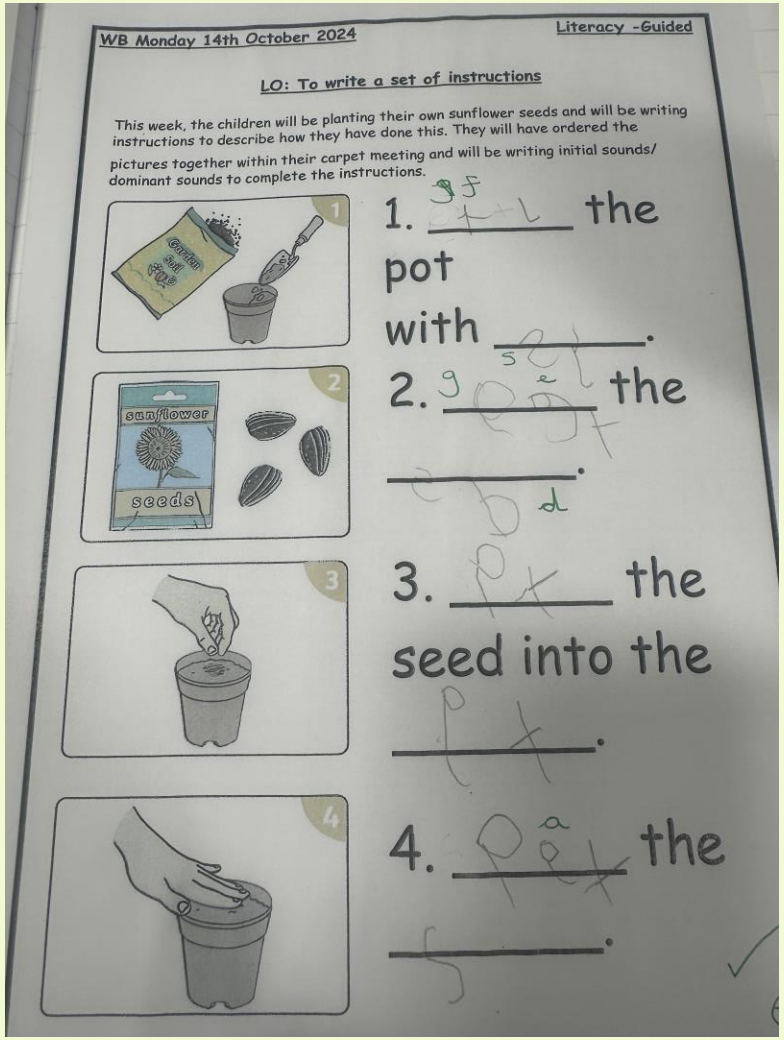
Writing a character description





What does this look like in our setting?

Instruction Writing



WB Monday 14th October 2024

Literacy -Guided

LO: To write a set of instructions

This week, the children will be planting their own sunflower seeds and will be writing instructions to describe how they have done this. They will have ordered the pictures together within their carpet meeting and will be writing initial sounds/ dominant sounds to complete the instructions.

1. _____ the pot with _____.

2. _____ the _____.

3. _____ the seed into the _____.

4. _____ the _____.



18.10.24

1

First Fill the pot with soil.

Next get the seeds.

Then put the seeds into the pot.

Pat after Pat the soil.

Classroom Set Up



In the early years, young children learn through a wonderful mix of dynamic, hands-on learning experiences supported by highly skilled adults who have a thorough understanding of child development.

The early years curriculum is continually delivered through the many experiences provided for children – the resources they use, the interactions that we build into their play and the moments of 'direct teaching' that occur throughout the day, every day.

This means that the learning environment is inextricably linked to how and what children learn and can be valued as a 'teacher'. - Early Excellence

Why quality environments matter in early years - Early Excellence

Continuous Provision in Key Stage One: Top Ten Tips | Early Excellence

Assessment

- EYFS Baseline (Government set) is completed with all Reception children in the first half term.
- Year 1 baseline assessment is completed with Year 1 students to identify children's starting points to plan challenge and support accordingly.
- Phonics assessments completed for all children in Week 8 and used to set children for next half term.
- Year 1 Phonics screening around 10th June
- Early Years Foundation Stage Profile completed for all Reception students by around 30th June. Teacher judgements against the 17 ELGs.

How do we support children's wellbeing?

- Planned PSHE lessons weekly following the school's Jigsaw scheme. The following is covered in our sessions this year: Being me in my world, Celebrating differences, Dreams and goals, Healthy me, Relationships, Changing me.

- Support during transitional periods i.e. beginning of the year/end of the year.

- Working with parents to support individual needs.

- Plan an exciting and enriching curriculum that enables all children to exceed and is directed by children's interests.

- Lunchtimes – Earlier lunchtime and designated space in playground.

How will we continue to develop our parent-teacher relations?

- Parent workshops including opportunities to lead learning experiences with children
- Opportunities for parents to support on trips and days out of school including visits around our local community.
- Continue to develop our communication with parents through Parent App.
- Parents Evening

Homework

- Year 1 will have activities set from across a range of subjects from after half term.
- Daily reading for all students
- Phonics activities sent home after Christmas
- Formation booklets sent home for all students



