

## Rationale

Our approach to teaching and learning in Year 1 has been developed in response to the needs of our children. Despite making considerable progress in the Early Years Foundation Stage, there is still a significant proportion of our children who do not achieve a good level of development (GLD) by the end of this crucial stage in their learning journey. We recognise and value the development of both these early fundamental skills and their characteristics of effective learning so therefore we complement our Year 1 curriculum with access to continuous provision. This is a provision that has been tailored to meet specific needs, address learning gaps and provide opportunities for retrieval. It has long been recognised, (Piaget 1952) that as children grow, they experience four distinct periods of development. The preoperational stage runs from 2 – 6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredenkamp, 1987). This developmental knowledge, along with the needs of our children form the basis on which our provision has grown. Our journey of implementing continuous provision has also been guided by recent publications by Alister Bryce Clegg ('Effective Transition into Year 1') and Anna Ephgrave ('Year 1 in Action').

## Teaching and Learning

The children in Year 1 experience both whole class teaching through short teacher led inputs (carpet time) and focused, small group activities. It is these small, group activities that provide a rich source of instant feedback and the opportunity for children to respond and extend/embed taught skills. When the children are not immersed in these forms of teaching, they are able to access the continuous provision across year 1.

## Continuous provision

Our continuous provision in Year 1 is available within the classroom, shared indoor areas and in our outdoor learning space. The provision allows child-initiated exploration alongside retrieval led learning opportunities. As the year progresses, the areas change to reflect the children's development. This is supported by our continuous provision progression document that tracks and ensures appropriate coverage of the Year 1 curriculum. An important aspect of the provision, particularly in the classroom areas, is the offer of retrieval tasks. It is strongly evidenced that children secure stronger long-term recall if they engage in retrieval practice after the point of teaching (Rosenshine).

## Training

Staff have received training to support the ongoing development of our provision. This has included access to online webinars (both subject and provision specific), training to support purposeful interactions and visits to alternative settings.

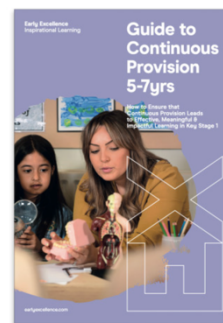
# Year 1



# Continuous Provision

## Outdoor learning

The children have access to an outdoor learning area that is purposely designed and resourced for our Year 1 children. They have access to resources that allow them to develop a range of learning skills in a more active and physical manner. These areas include water exploration, den and camping equipment and games shed. We also promote reading and writing opportunities throughout this area to offer multiple application opportunities.



## Transition into year 2

As the year progresses, our approach and provision evolves. This is to support the children's transition into Year 2 and to allow them to apply skills, such as independence and resilience, within a differing learning situation. This transition includes enlarging the number of children within the focused groups, extending carpet time inputs and gradually reducing access to the continuous provision within the classroom. These changes are carefully planned so that expectations are clear.