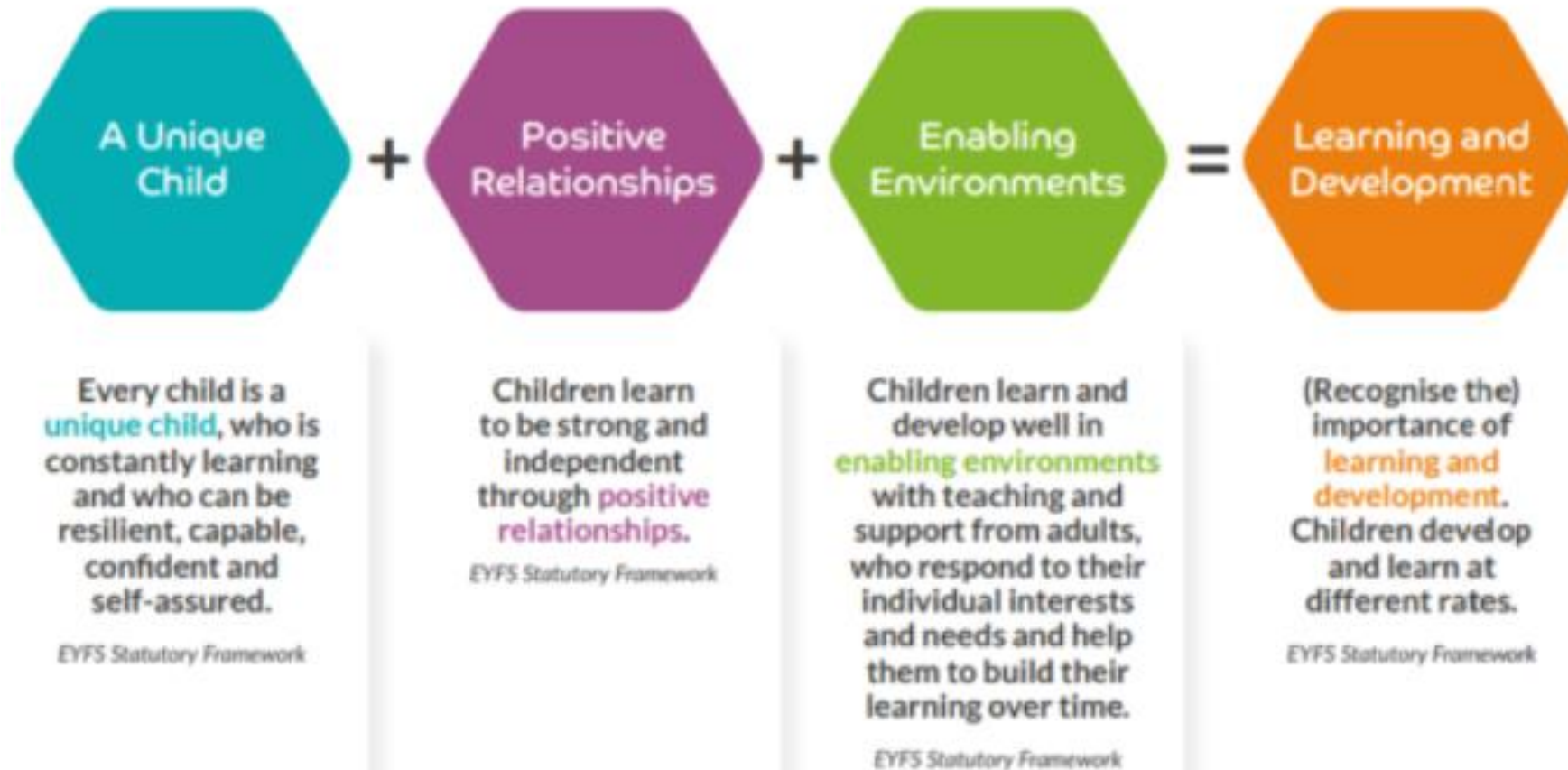


The Pines Continuous Provision

Overarching Principles

- These principles are outlined in the EYFS Statutory Framework. However, they are just as relevant in KS1 and should underpin all elements of our practise.



Why Continuous Provision? (Intent)

- ▶ Prior to this the children in KS1 (and across the school) were showing very passive learning behaviours and levels of engagement were low (Ferre Laevers). We needed an approach which would enable all children to become deeply engaged in their learning throughout the school day.
- ▶ Children found the transition from reception to y1 challenging and were often reluctant to come into school. They were exhibiting low-levels of well-being (Ferre Laevers) at the start of the day, impacting on their ability to fully engage with learning.
- ▶ Large gaps in academic ability meant some children found it extremely difficult to access learning and there was a danger that they could get 'left behind'. We wanted an approach which enabled us to sharply target teaching to children's immediate needs, enabling them to close any gaps and achieve success. Recently we have drawn on Ofsted's webinar 'Strong foundations in the first year at school' to support our practise further. The webinar collates findings from Ofsted's Early Education research papers: Bold beginnings, The best start in life and Strong Foundations.

Why (Intent)

- ▶ Personal research into continuous provision and the ways young children learn led to a firm belief that this approach will benefit the evolving needs and demographic of the families who attend The Pines School:
- ▶ High levels of SEND - continuous provision is an inclusive approach where all children can succeed and be experts among their peers
- ▶ Children often choosing to 'opt out' of learning - needed to create learning experiences and a learning environment which is highly motivational and engaging
- ▶ Increasing speech and language needs as children join in nursery or reception - continuous provision gives these children multiple opportunities to practise and embed newly acquired speech and language skills. It was clear that these opportunities needed to continue into KS1.
- ▶ Increasing PSED needs as children join in nursery or reception - continuous provision gives children the opportunities needed to develop these skills through the EYFS and beyond into KS1
- ▶ Aligns with our school vision and values

Why (Intent)

Cognitive Development

- **Brain Structure and Function:** Play has been shown to support brain structure and functioning, facilitating synapse connections and improving brain plasticity[1]. Dr. Jacqueline Harding, an early childhood expert, emphasizes that play forges crucial neural pathways vital for growth[2].
- **Executive Functioning:** Play enhances executive functions such as working memory, flexible thinking, and self-regulation[3]. These skills are foundational for school readiness and academic success.

Social and Emotional Development

- **Social Skills:** Through collaborative play, children learn to share, communicate, and work as a team[4]. They also develop empathy and the ability to negotiate and resolve conflicts[5].
- **Emotional Regulation:** Play helps children regulate their emotions, reducing stress and promoting mental health[1]. High amounts of play are associated with low levels of cortisol, a stress hormone[1].

Physical Development

- **Motor Skills:** Play builds motor competence, helping children master fine and gross motor skills[1]. Activities like running, jumping, and climbing are crucial for physical health and development.

Language and Literacy

- **Language Development:** Play supports language development by encouraging children to interact, listen, and observe cues from others[1]. It allows them to practice and expand their vocabulary in various settings.

Quotes from Experts

- **American Academy of Pediatrics:** "Play is not just about having fun but about taking risks, experimenting, and testing boundaries. Play builds the brain and the body"[1].
- **Dr. Jacqueline Harding:** "Children are naturally wired to play, and any sustained deviation from this masterful design comes at a price"[2].

Conclusion

Play is not merely a recreational activity; it is a fundamental aspect of a child's development. It supports cognitive, social, emotional, and physical growth, laying a solid foundation for future learning and well-being. Encouraging play in early childhood is crucial for fostering a healthy, happy, and well-rounded development.

Why (Intent)

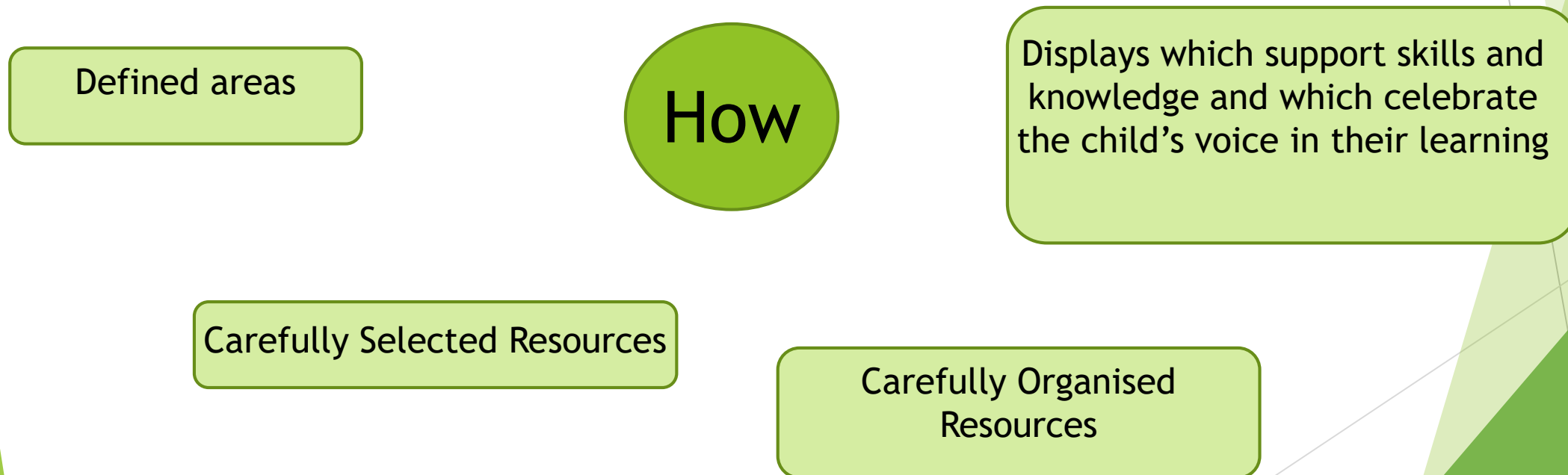
- ▶ We have drawn on work by:
- ▶ Ben Kingston-Hughes - joy
- ▶ Gregg Bottrill - importance of play
- ▶ Julie Fischer - quality interactions
- ▶ Piaget - periods of development
- ▶ Reggio Emilia - the role of the environment and a child-centred approach
- ▶ Anna Ephgrave - planning in the moment
- ▶ Planning in the Moment CPD course - Elaine Taylor-Brown (Keeping Early Years Unique)
- ▶ Ferre Laevers - levels of engagement and well-being
- ▶ Froebel trust - the centrality of play and the outside environment
- ▶ Early Excellence - drawing on excellent practice from other settings
- ▶ Early Excellence - consultation on curriculum and environment
- ▶ Visits to St Michael's Aldbourne and St Paul's Kent
- ▶ Work with Natasha Crellin to develop CP approach and provide staff training
- ▶ Ofsted

How did we Begin? (Implementation)

- ▶ In adopting continuous provision, we have had to carefully consider:
- ▶ Environment
- ▶ Curriculum and timetabling
- ▶ Role of the adult
- ▶ Staffing
- ▶ CPD for staff

Environment

- ▶ The environment needs to be set up so that, even if there was no teacher-directed time and no adult interactions, the children would still be engaged in high-quality learning opportunities.
- ▶ In continuous provision, the environment continues the educational provision for the children regardless of what the adult is doing.



Environment

Defined areas

The classroom and outdoor spaces should not be big, open stretches of space. They should be smaller defined areas which have a clear purpose. This promotes communication between the children and prevents overwhelm. It helps the children choose purposeful play.



Environment

Carefully Selected Resources

Resources are chosen to reflect the curriculum expectations for that year group. They enable children to engage in repeated practise of skills or in using and applying new knowledge. The classroom area progression documents will help to think about what needs to go out.

Fantasy figures to support playing then recording fantasy stories.



Containers with varying capacities to explore measures in maths.



Only primary colours plus white and black available to support colour mixing skills



Environment

Carefully Organised Resources

Resources should be highly organised.

This is so that children can access them independently and tidy them away independently. The best organisation of resources considers not only how they will support learning whilst being used but also how they will support learning when being tidied away - organising resources by category or using shadowing can embed learning in science, maths and all sorts of other areas.



Shadowing shows where each resource sits on the shelf. Children use spatial reasoning and knowledge of space, shape and measures to tidy away correctly.



Lots of opportunities for discussing properties of shapes whilst selecting and tidying mobili

Environment

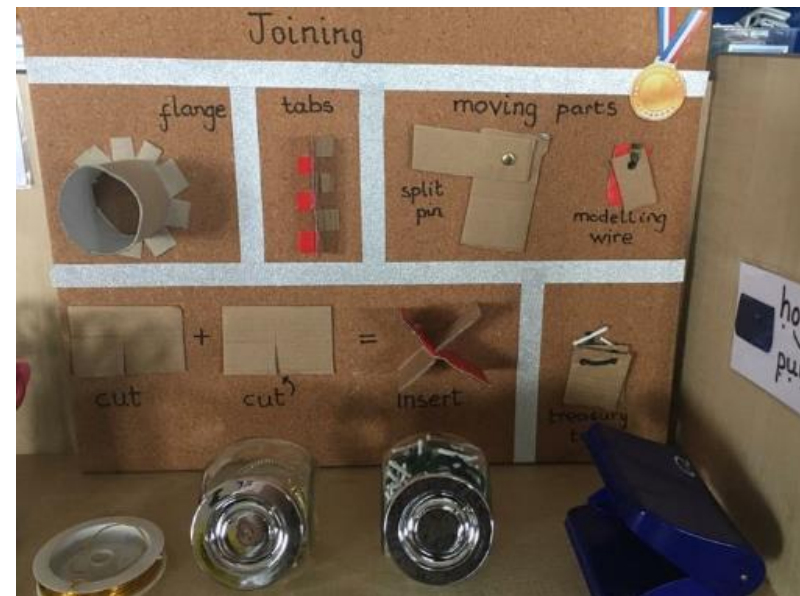
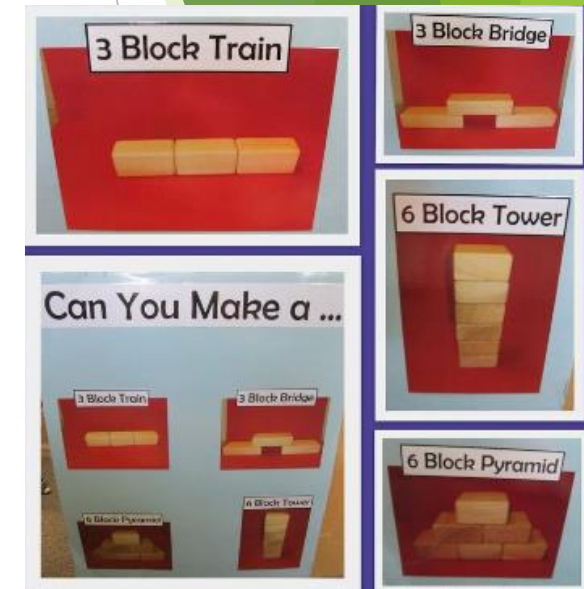
Displays which support skill and knowledge and which celebrate the child's voice in their learning

Displays need to be neutral so they do not overload or overstimulate children. They should celebrate the children's learning journey OR give direct instruction about how to apply a skill.

Displays should:

- Contain examples of what children could do
 - Display examples of children's work
- Display photographs of children in continuous provision
 - Include the child's voice - this could be as simple as scribing children's words onto a speech bubble and sticking it on the display board

KS1 classrooms will need displays for: geography, history, art/dt, science with additional working walls for maths and English.



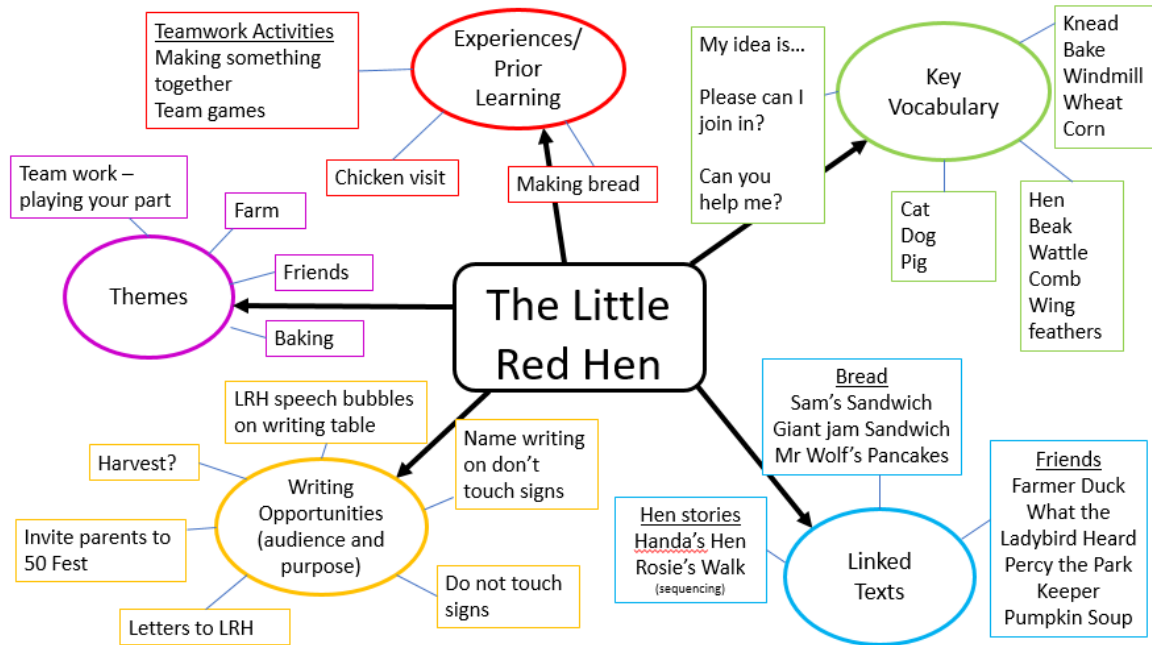
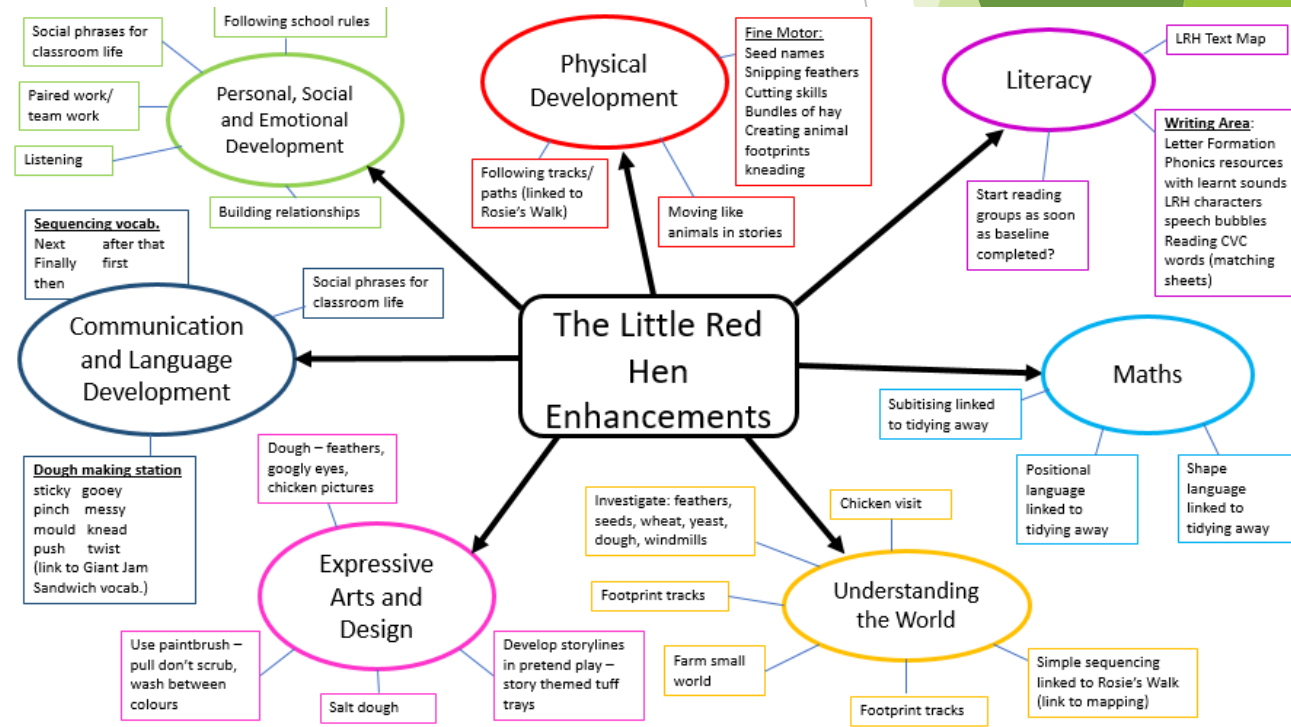
Curriculum and Timetabling - EYFS

- ▶ It is important that the time children spend in continuous provision is valued as much as adult-directed time.
- ▶ In order for children to engage in high-quality learning during continuous provision, they must be given extended amounts of time: 1 hr should be the minimum stretch of time. This enables them to become deeply absorbed in their play.
- ▶ In EYFS, the morning and afternoon sessions are bookended with direct teaching sessions, giving children long, uninterrupted times in provision. This has worked well but can be changed to meet the needs of the cohort.
- ▶ There is a long-term curriculum plan where each term is themed around a key text (Reception) or theme (Nursery). However, within this planning there should be plenty of opportunities to be responsive to the interests of the children and to take learning in different directions.
- ▶ The medium-term plans (half termly) have two parts: the writing element and enhancements. The enhancements are ideas which could be used with the children, depending on their needs and interests. The writing element is explained on the next slide.

Curriculum and Timetabling - Writing in EYFS

- ▶ 2 years ago we were keen to develop an approach to writing which was more engaging and motivating for the children.
- ▶ Alongside some English hub specialists, I reflected on the writing which had been most successful and realised it was: purposeful and initiated by the children.
- ▶ We agreed some key elements which would need to be in place to enable children to succeed:
 - audience/ purpose
 - real-life experiences or prior learning which enables children to become immersed in a text and develop deep understanding
 - Key vocabulary explicitly taught and many opportunities for incidental vocabulary teaching and learning
 - Linked texts so children are given experiences of a range of high-quality texts
 - Key themes so children have opportunities to explore ideas and themes beyond their current knowledge and experiences
- Writing teaching (in addition to phonics lessons) takes 2 main forms:
 - Writing done with the children as part of their play. This requires practitioners to skilfully come alongside children and gently direct their play in the direction of writing.
 - Writing done as part of following the 'Drawing Club' scheme - this fully aligns with the key elements listed above.

Example Termly Curriculum Plan - EYFS



Example Timetable - EYFS



	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-8:50	Fine Motor Intervention Group				
8:50-9:15	Free flow S+L intervention	Free flow S+L intervention	Week A RT Leadership Time Free flow S+L intervention	Free flow S+L intervention	Free flow S+L intervention
9:15-9:30	Key Groups Writing purpose and modelled Writing in key groups	Key Groups	Key Groups	Key Groups	Key Groups
9:30 -10:50	Free Flow First 3 weeks – attention bucket instead of reading groups RT: Reading Group 1/4 RT: Reading Group 2/5 RT: Reading Group 3/6	Free Flow First 3 weeks – attention bucket instead of reading groups SV: Reading Group 4/1 SV: Reading Group 5/2 SV: Reading Group 6/3	Free Flow First 3 weeks – attention bucket instead of reading groups RT: Reading Group 1/4 RT: Reading Group 2/5 RT: Reading Group 3/6	Free Flow First 3 weeks – attention bucket instead of reading groups SV: Reading Group 4/1 SV: Reading Group 5/2 SV: Reading Group 6/3	Free Flow PE with Mr O'Keefe RT: Reading Group 1/4 RT: Reading Group 2/5 RT: Reading Group 3/6
11:00 – 11:30	Phonics	Phonics	Phonics	Phonics	Phonics
11:35 – 11:40	Get ready for lunch	Get ready for lunch	Get ready for lunch	Get ready for lunch	Get ready for lunch
11:45 – 12:45	Lunch hall - Outdoor play				
12:45 – 1:15	Free Flow	Free Flow	PPA Free Flow	Free Flow	Free Flow (inside only)
1:15– 1:30	Register Maths in key groups	Register Maths in key groups	Register Maths in key groups	Register Maths in key groups	Register Phonics in key groups
1:30 – 2:45	Free Flow SV: Phonics interventions	Free Flow SV: Phonics interventions	Free Flow SV: Reading Group 4/1 SV: Reading Group 5/2 SV: Reading Group 6/3	Free Flow SV: Phonics interventions	Free Flow
2:45 – 3:00	Story time Attention Bucket (after first 3 weeks)	Story time Attention Bucket (after first 3 weeks)	Story time Attention Bucket (after first 3 weeks)	Story time Attention Bucket (after first 3 weeks)	Story time
3:00 – 3:10	Get ready for going home	Get ready for going home	Get ready for going home	Get ready for going home	Get ready for going home

Curriculum and Timetabling - KS1

- ▶ It is important that the time children spend in continuous provision is valued as much as adult-directed time.
- ▶ In order for children to engage in high-quality learning during continuous provision, they must be given extended amounts of time: 1 hr should be the minimum stretch of time. This enables them to become deeply absorbed in their play.
- ▶ In KS1 we have tried lots of different timetable models. In September there is a new model to trial together. We can reflect and tweak as we go.
- ▶ We have structured the curriculum so that some content is taught through 'little and often' routines which build over the course of the year.
- ▶ The planned 'little and often' routines we have used in KS1 this year have been: weather monitors, class maps (with places of interest added over the year), class timeline in Y2 (with events of interest added over the year). We could also add time monitors and plant monitors.

Curriculum Overview - KS1

(only the second year using this so still a work in progress)

YEAR 1 OVERVIEW						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Class Novel: Writing: Letter writing to Grandparents	Class Novel: The Jolly Postman Writing: Recount of Milestone museum trip	Class Novel: The Queen's hat Writing: Narrative- innovate story of The Queen's Hat	Class Novel: Brunel diary (created) ** (new one to be decided for 20/25) ** Writing: Diary writing	Class Novel: Handa's surprise Writing: Fiction writing	Class Novel: Writing:
MATHS	Count on and back Place value within 10 Addition and subtraction within 10	Addition and subtraction within 10 Shape	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Weight and volume	Multiply & Divide Fractions Money Time	Place value within 100 Position and direction
CURRICULUM UNIT	Home Sweet Home		Heroic Humans		Planet Earth	
SCIENCE	Seasonal changes –Autumn Plants	Parts of the human body Seasonal changes – winter	Materials	Seasonal changes- spring Plants	Animals Plants	Seasonal changes – summer
HISTORY	Changes beyond living memory Local area – Bracknell	History of toys Trip to Milestones museum	Lives of significant individuals in the past Chronology Significant British monarchs- Queen Elizabeth II and King Charles Windsor Castle – virtual trip	Lives of significant individuals in the past Brunel- bridges 2023-24 ** (new one to be decided for 2024/25) **	David Attenborough	Greta Thornberg Thornberg
GEOGRAPHY	Weather patterns Geography of school & grounds, physical and human features of surroundings	Weather patterns Our Local area Local homes Local points of attraction Ariel map work school and local area	Weather patterns UK – 4 countries and capitals Continents Maps + simple symbols found in a key	Weather patterns	Weather patterns Our world 7 continents	Weather patterns Our world 7 continents
ART	Self portraits *Focus on how to form each facial feature instead of key artists.	Drawing skills	Andy Warhol – pop art	Sculpture – clay thumb pots	Sketching	Collage
DT	Structures, joining materials	Moving pictures- using single split pins for toys	Structure- castle	Textiles – sewing using pink	Where food comes from	
MUSIC						
COMPUTING	Logging on – keeping safe Technology around us	Logging on – keeping safe E-safety	Logging on – keeping safe Programming a robot	Logging on – keeping safe Programming – introduce animation	Creating media - digital painting	Data and information Grouping data
RE	Festivals		Christian beliefs			World religions
PSHE	Who am I? Self-identity, celebrating similarities and differences	Families, Privacy & respect	Respecting ourselves and others. How our behaviours affect others. Being polite and respectful	Strengths and interests Jobs in the community		

Curriculum Overview - KS1

(only the second year using this so still a work in progress)

YEAR 2 OVERVIEW						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Class Novel: Fantastic Mr Fox Writing: Sentences Instructions? P5 Review Unit	Class Novel: The Owl who was Afraid of the Dark Writing: Christmas Poetry Stick Man- Journey Bridge to Spelling unit	Class Novel: <i>Tilly and the Time Machine?</i> Writing: Spelling unit	Class Novel: Spud Murphy Writing: Spelling unit	Class Novel: Leonora Bolt: Secret Inventor? Writing: Fiction writing (Dancing Turtle) Spelling unit	Class Novel: The Last Firefox Writing: Somebody Swallowed Stanley Spelling unit
MATHS	Place Value Addition & Subtraction	Addition & Subtraction Time, Shape	Money, Length & Height Multiply & Divide	Multiply & Divide Fractions	Fractions Place value	Statistics
CURRICULUM UNIT	Home Sweet Home (Explorers)		Heroic Humans (GFoL, Florence Nightingale, Mary Seacole)		Magical Mother Nature Summer 1: Plants, food chains and food Summer 2: Living things and their habitats	
SCIENCE	Use of everyday materials link to what has been used to build Bracknell		Animals inc. humans More Science linked to GFoL – what animals and humans need to survive Science linked to FN and MS - hygiene		Plants, Living Things and Their Habitats	
HISTORY	Moved history to Spring Black History Month Remembrance Day		Lives of significant individuals in the past, events beyond living memory The Great Fire of London, Florence Nightingale & Mary Seacole (The Crimean War) Creating timelines for class display		Add relevant science events/ scientists to class timeline	
GEOGRAPHY	Aerial photos, compass points, characteristics of 4 countries and capitals of UK Devise a simple map (of Swinley Forest and Bracknell) Seasonal and daily weather patterns Adding mentioned locations to class world map		Seasonal and daily weather patterns Adding mentioned locations to class world map		Understand geographical sims and diffs through studying human and physical features of a small area of UK and other (rainforest to Swinley Forest) Seasonal and daily weather patterns Adding mentioned locations to class world map	
ART	Self-portraits Frida Kahlo and others *Focus on recognising techniques and do own version.	CP challenges linked to watercolour- poppies		Coil pots- clay (discrete unit)	Weaving	Weaving
DT	Textiles- join using running stitch	Moving Pictures (Linkages and levers- using 3-4 pins)	Tudor Houses (link to Maths)		Food (Brazilian Stew – sustainability)	
MUSIC						
COMPUTING						
RE	Celebrations (Christianity, Islam, Judaism, Sikh , Hinduism)		Places and People		Symbols and Special Objects	
PSHE	Relationships -Families and Friendships - Safe relationships - Respecting ourselves and others		Living in the Wider World - Belonging to a community - Media literacy and digital resilience (moved to Internet Safety Week) - Money and Work (linked to GFoL)		Health and Wellbeing - Physical Health and mental wellbeing - Growing and Changing - Keeping Safe	
PE	Locomotion- Dodging Dance- Explorers	Ball skills- Hands 1 Gym- Pathways	Ball Skills- Feet 1 Gym- Linking	Ball skills- Hands 2 Dance- Mr Candy's Sweet Factory	Locomotion- Jumping 1 Games for Understanding	Team Building Health and Wellbeing/ Sports Day Practise

Year One Timetable

Year One												
	9:05 – 9:35	9:35 -9:45	9:45 – 10:00	10:00 – 11:30		11:30 – 11:55	12:00 – 1:00	1:00 - 1:15	1:15 – 1:45	1:45-2:45	2:45 – 3:00	3:00 – 3:10
Mon	Assembly	Run	English input	Self-Led Learning Teacher table: English		Phonics	Lunch	Number Sense	Foundation subject input	Self-Led Learning Teacher table: English	Reading Groups (AS, WM, CE, KB, RA, SV)	Get ready for home time and story
Tue Welcome and recap PSHE skills	Phonics		English input	Self-Led Learning Teacher table: English		Number Sense		Handwriting/reading for pleasure Swap	Science input	Self-Led Learning Teacher table: English	Reading groups (AS, WM, CE, KB, RA, SV)	Get ready for home time and story
Wed Welcome and recap PSHE skills	Phonics		9:45-10:45 PE		10:45 – 11:55 Self-Led Learning			Handwriting/reading for pleasure Swap	Foundation subject input	Self-Led Learning	Singing assembly	Get ready for home time and story
Thur Welcome and recap PSHE skills	Phonics		Maths input	Self-Led Learning Teacher table: Maths		Number Sense		Handwriting/reading for pleasure Swap	Foundation subject input	Self-Led Learning Teacher table: Maths	Reading groups (AS, WM, CE, KB, RA, SV)	Get ready for home time and story
Fri Welcome and recap PSHE skills	Phonics		Maths input	Self-Led Learning Teacher table: Maths		Number Sense		Handwriting/reading for pleasure Swap	PSHE	Self-Led Learning Teacher table: Maths	Celebration Assembly	Get ready for home time and story

Year One The Meadow Timetable

The Meadow												
	9:05 – 9:35	9:30- 10:15	10:15 – 10:45	10:45 – 11:30	11:30 – 11:55	12:00 – 1:00	1:00 - 1:20	1:20 – 1:40	1:45-2:45	2:45 – 3:00	3:00 – 3:10	
Mon	Circle time / PSHE input	Free flow time and tidy up time 1-1 handwriting with everyone	Phonics (Marnie and Henry – heavier writing focus)	Self-Led Learning in Y1	Story time	Lunch – extend group to include others who need work on communication and language or fine motor	Circle time	Number sense	Self-Led Learning in Y1	Reading Groups in Y1	Get ready for home time and story	
Tue Welcome and share PSHE skills (in Y1)	Circle time / PSHE input	Free flow time and tidy up time 1-1 handwriting with everyone	Phonics (Marnie and Henry – heavier writing focus)	Self-Led Learning in Y1	Story time		Circle time	Number sense	Self-Led Learning in Y1	Reading Groups in Y1	Get ready for home time and story	
Wed Welcome and recap PSHE skills (in Y1)	Circle time / PSHE input	9:45-10:45 PE		10:45 – 11:20 Self-Led Learning in Y1			Phonics	Circle time	Number sense	Self-Led Learning in Y1	Singing assembly	Get ready for home time and story
Thur Welcome and recap PSHE skills (in Y1)	Circle time / PSHE input	Free flow time and tidy up time 1-1 handwriting with everyone	Phonics (Marnie and Henry – heavier writing focus)	Self-Led Learning in Y1	Story time		Circle time	Number sense	Self-Led Learning in Y1 <small>Henry and Marnie stay in meadow for Maths teaching and don't re-join class until reading groups</small>	Reading Groups in Y1	Get ready for home time and story	
Fri Welcome and recap PSHE skills (in Y1)	Circle time / PSHE input	Free flow time and tidy up time 1-1 handwriting with everyone	Phonics (Marnie and Henry – heavier writing focus)	Self-Led Learning in Y1	Story time		Circle time	PSHE	Self-Led Learning in Y1 <small>Henry and Marnie stay in meadow for Maths teaching and don't re-join class until reading groups</small>	Celebration Assembly	Get ready for home time and story	

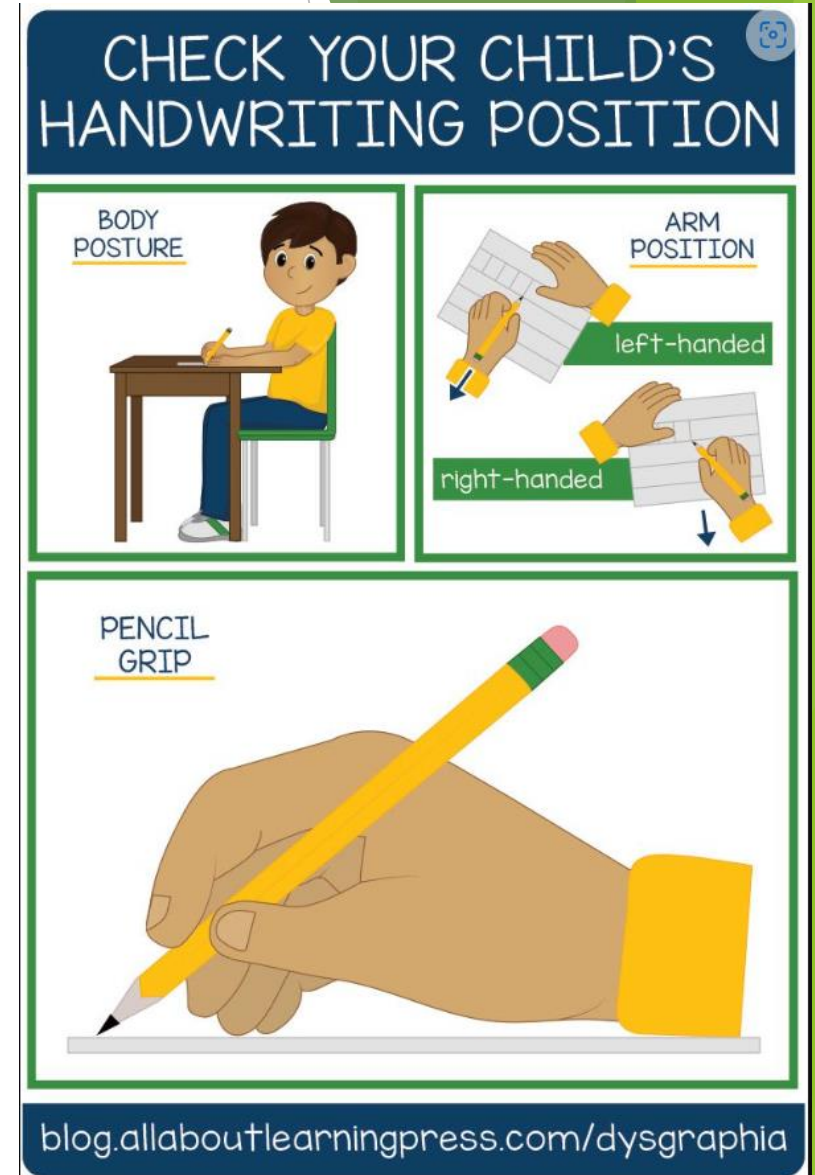
The Meadow is additional provision for children in year one who need extra support with PSHE skills, listening, concentration and independence. These children sometimes find the mainstream classroom overwhelming. Children accessing The Meadow will still be part of Maple Class but they will split their time between the two spaces. They will still receive high-quality phonics and maths teaching but this will be in a much smaller setting using a more personalised approach.

Year Two Timetable

Year Two											
	9:05 – 9:35	9:35 – 9:45	9:45 – 10:00	10:00 – 11:30	11:30 – 11:55	12:00 – 1:00	1:00 – 1:15	1:15 – 1:45	1:45–2:45	2:45 – 3:00	3:00 – 3:10
Mon	Assembly	Run/ Brain Break	English input	Self-Led Learning Teacher table: English	Phonics/ Spelling	Lunch	Number Sense	Foundation subject input	Self-Led Learning Teacher table: English (CE phonics intervention: Lincoln, Sophia, Vanesa, Charlie B, Joey, Isla, Logan?)	Handwriting/ reading for pleasure Swap	Get ready for home time and class novel
Tue	Phonics/ Spelling		Science input	Self-Led Learning	Reading groups (SL, SV, WM, KB, AJ)		Number Sense	1:15 – 2:15 PE	2:15 – 2:45 Computing teacher input	Handwriting/ reading for pleasure Swap	Get ready for home time and class novel
Wed	Phonics/ Spelling		English input	Self-Led Learning Teacher table: English	Reading groups (RT, SV, WM, KB, AJ)		Number Sense	Foundation subject input	Self-Led Learning Teacher table: English (CE phonics intervention: Lincoln, Sophia, Vanesa, Charlie B, Joey, Isla, Logan?)	Singing assembly	Get ready for home time and class novel
Thur	Phonics/ Spelling		Maths input	Self-Led Learning Teacher table: Maths	Reading groups (RT, SV, WM, KB, AJ)		Number Sense	Foundation subject input	Self-Led Learning Teacher table: Maths (CE phonics intervention: Lincoln, Sophia, Vanesa, Charlie B, Joey, Isla, Logan?)	Handwriting/ reading for pleasure Swap	Get ready for home time and class novel
Fri	Phonics/ Spelling		Maths input	Self-Led Learning Teacher table: Maths	Whole Class Reading		Handwriting/ reading for pleasure Swap	PSHE	Self-Led Learning Teacher table: Maths (CE phonics intervention: Lincoln, Sophia, Vanesa, Charlie B, Joey, Isla, Logan?)	Celebration Assembly	Get ready for home time and class novel

KS1 Timetables - a few notes

- ▶ Handwriting needs to be taught sitting at tables. Before every handwriting session, children should be sitting properly - bottoms at the back of chairs, chairs tucked under tables, straight backs, hands supporting paper, correct pencil grip.
- ▶ Whole class times do not need to be children sat listening to the teacher for the whole time. You may choose to use whiteboards and pens, number fans, bead strings and a range of other resources to allow children to be actively engaged in their learning.
- ▶ Expectation of participation for all: all children should contribute to whole class learning. We are developing a culture of 'no hands up' for answering questions. Instead use talk partners for children to rehearse ideas and then choose children to share ideas with the whole class without anyone needing to put their hand up.
- ▶ Reading groups - to make the Little Wandle reading groups work, we will need to share adults for this 15-20 minutes of the day. Y2 have the slightly longer reading slot because their texts will be longer.

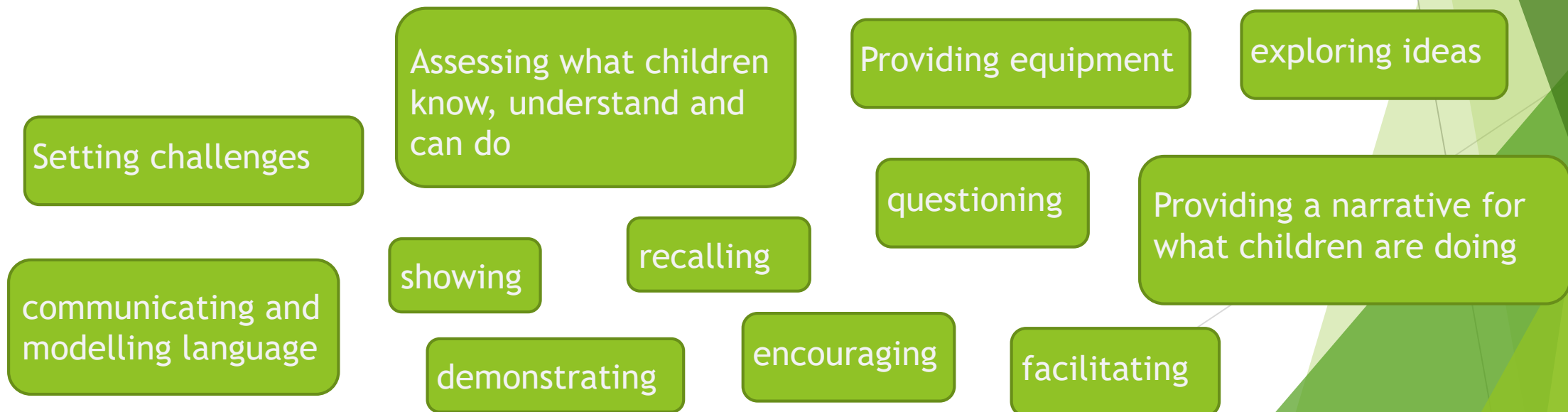


Role of the Adult

Teaching should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.

Role of the Adult

- ▶ There will be a mixture of direct teaching inputs and teaching in provision. The number of these through the day and the length of these sessions will vary depending on the age and stage of development of the children.
- ▶ Direct teaching should be carefully timetabled and planned so that it is sharply focussed on what the children need to learn. Time should be used efficiently so that these times are highly effective and so that they do not encroach into the children's time in continuous provision.
- ▶ Direct teaching is only a very small part of the role of the adult. All adults should also engage in lots of different interactions with the children, including:



Impact

I love The Pines School.
Sophia

I love being able to play
with my friends but I
really love being able to
learn.
Aliya

I really want to do lots
of maths in my self-led
learning.
Elsie

Impact

Current Y3 cohort are the first cohort to benefit from continuous provision throughout EYFS and KS1:

- 10% of cohort in the SRP
- EXS+ Reading (home grown pupils): 78%
- Without children from The Orchard: 88%
- EXS+ Maths (home grown pupils): 70%
- Without children from The Orchard: 79%
- Making accelerated progress in Reading (since Sept 2024): 14%
- Making accelerated progress in Writing (since Sept 2024): 9%
- Making accelerated progress in Maths (since Sept 2024): 17%