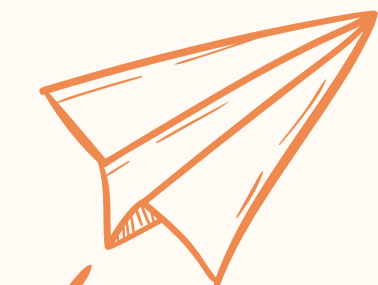


**What does
continuous provision
look like at Fairview?**



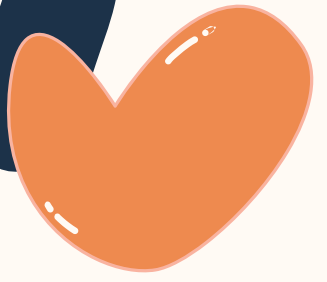



Continuous Provision



At Fairview, teachers working in EYFS and Year 1 use a continuous provision model to facilitate learning across the curriculum. We are also implementing this model in year 2 to teach foundation subjects.

Continuous provision refers to the resources which are always available within the classroom for the children to access to continue their learning independently. The continuous provision within the setting remains consistent for long periods of time. Our environments allow for carefully planned and child led play-based experiences which encourage children to consolidate their skills, knowledge and understanding. This approach enables them to be independent, resilient learners who motivate themselves and not be afraid to take on new challenges.



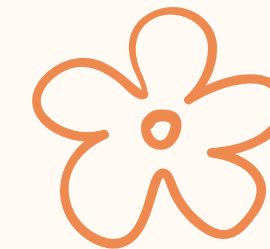


Continuous Provision

“Scientists have discovered that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done in play, in which case it only takes 10 to 20 repetitions.” - Dr Karyn Purvis

We passionately believe that children learn best through play and exploration. This is why in year 1, we have built on the excellent practice found in EYFS and have adopted a play based approach to learning. Continuous provision encourages curiosity and promotes challenge in learning, allowing children to explore their own interests independently. It enables children to make choices and initiate play without interaction with an adult.

Continuous Provision



Aims of Continuous provision



- To develop communication and language skills to enable them to explore and reflect on their learning and the value of their achievements.
- To promote positive attitudes to learning
- To give children ownership over their learning
- To give opportunities to assess, manage and take risks
- To develop a responsible attitude for their learning and their environment
- To use their imagination in a purposeful context
- To learn to work effectively as an individual and as part of a team
- To maintain perseverance in the face of challenge
- To allow children to work at a greater depth and prevent their learning from being capped. This is achieved by providing opportunities for exploration and investigation to further extend their learning and development.
- To embrace diversity, foster inclusion, and provide equitable opportunities for all children to learn, grow, and thrive.



Continuous Provision



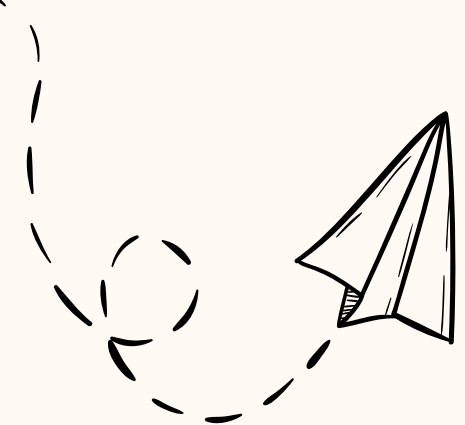
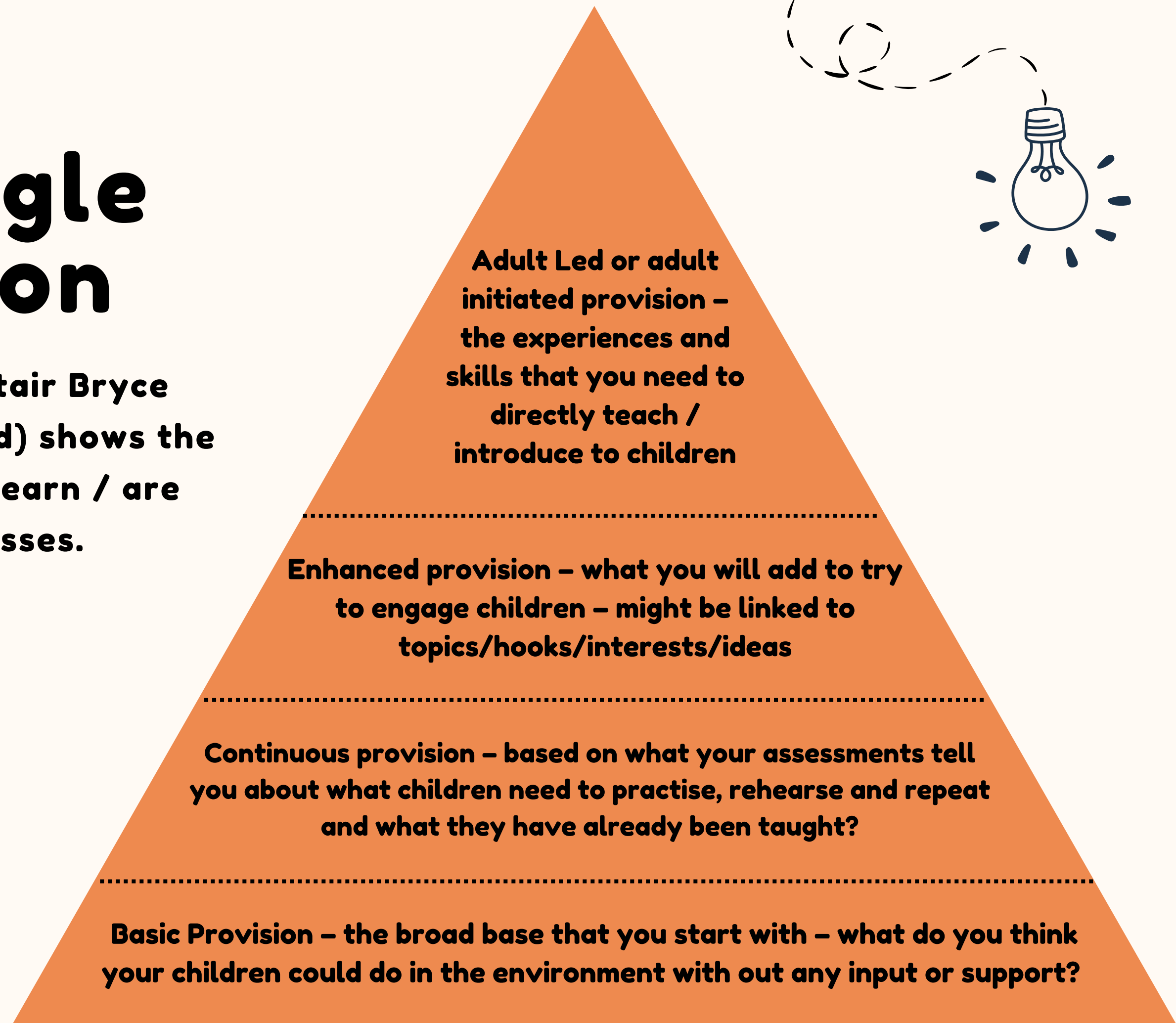
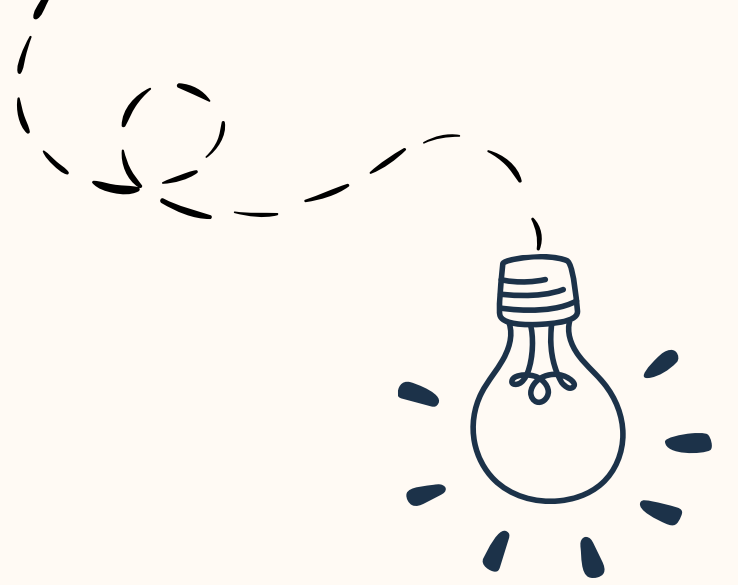
Types of Activities in Year 1

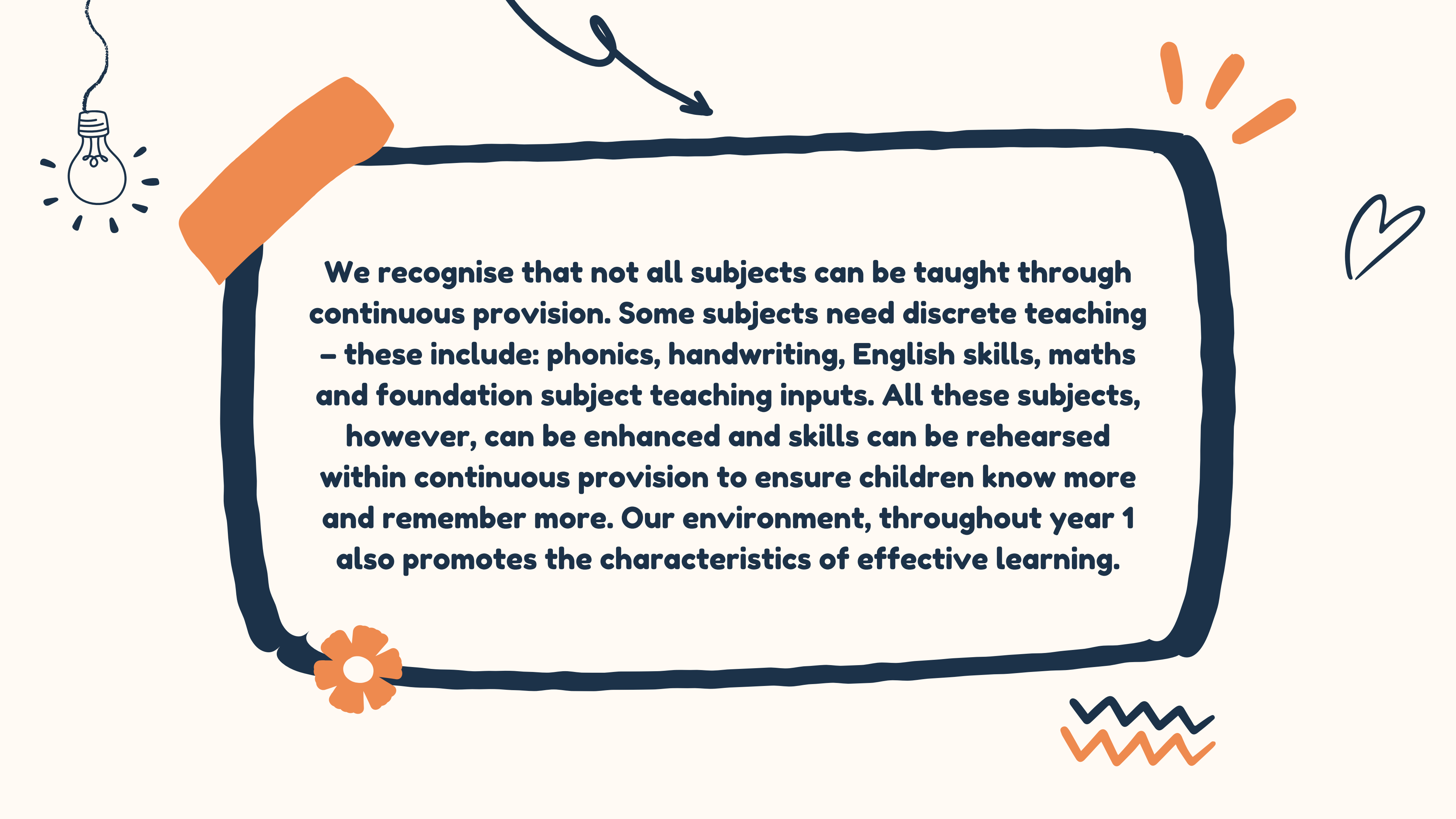
- Fine motor skills involve the use of the small muscles that control the hand, fingers and thumb. They help children perform important tasks like dressing themselves, manipulating tools and equipment, writing, drawing and more.
 - 'Small world' areas, which typically include miniature figures, props, and settings that allow children to engage in imaginative storytelling and role-playing scenarios. This also helps develop their social communication skills.
 - Learning outside the classroom supports development of gross motor skills, imagination, cooperation and builds on indoor learning.
 - Through their constructive play, fantastic way to foster their creativity, problem-solving skills, and teamwork. Trial-and-error is a great method in which to create structures and modify methods.
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- 



The Triangle of Provision

This pyramid (based on Alistair Bryce Clegg's EYFS provision pyramid) shows the different ways the children learn / are taught in our year 1 classes.





We recognise that not all subjects can be taught through continuous provision. Some subjects need discrete teaching – these include: phonics, handwriting, English skills, maths and foundation subject teaching inputs. All these subjects, however, can be enhanced and skills can be rehearsed within continuous provision to ensure children know more and remember more. Our environment, throughout year 1 also promotes the characteristics of effective learning.



What the children think...



**I like to carry on doing my work outside so
I can learn more things to be clever.**

- Savannah

**I like doing the Maths Challenges outside
because it helps me.**

- Jack

**I like looking for bugs and then looking at
them with the magnifying glass.**

- Olivia

**If its raining I like building a shelter with
the blocks to keep dry.**

- Sienna

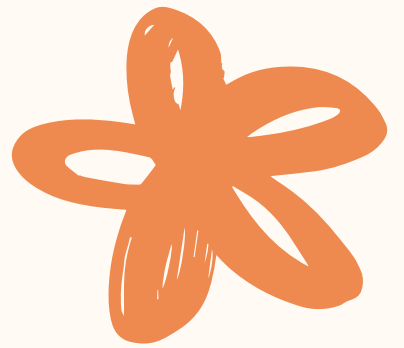
**We like chalking and making phonics
words with the dots.**

- Marayam & Florence

**I like creating the number sentences on
the maths boards.**

- Willow

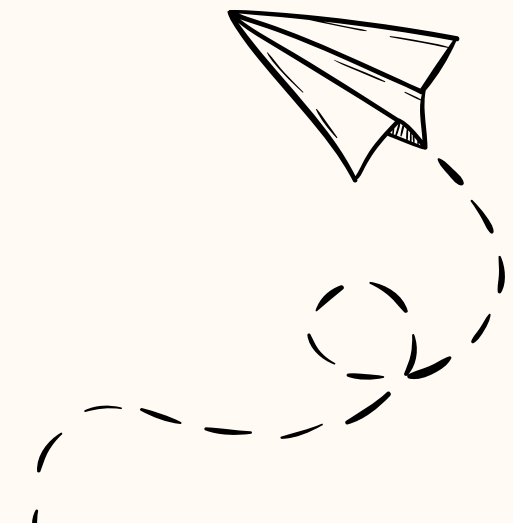


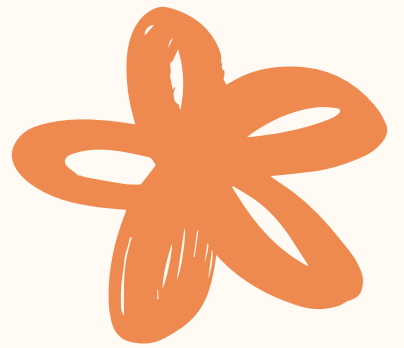


Continuous Provision in year 1 in action - outside learning

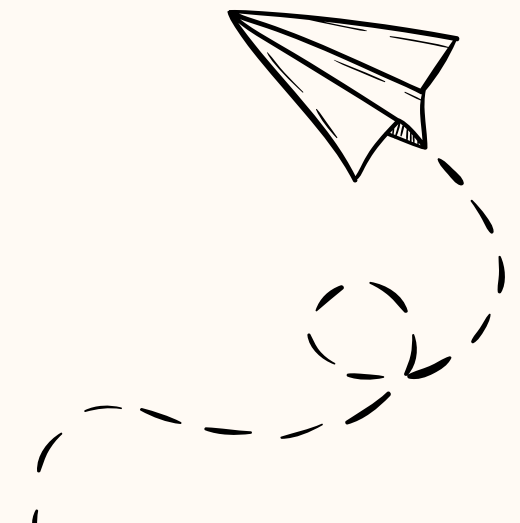


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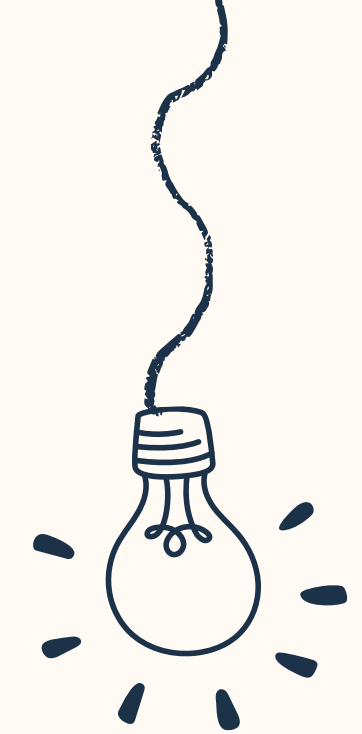




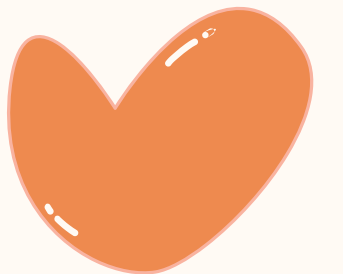
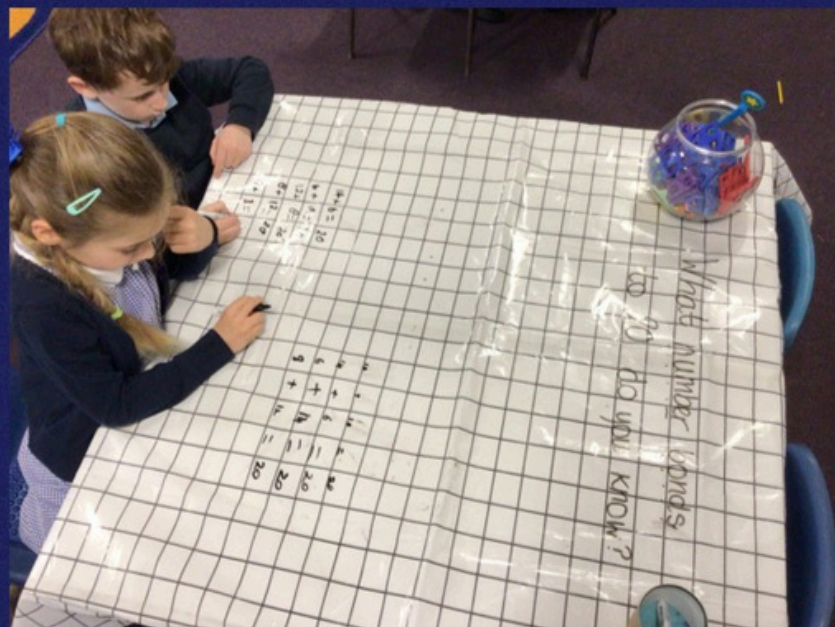
**Continuous
Provision in year
1 in action -
outside learning**



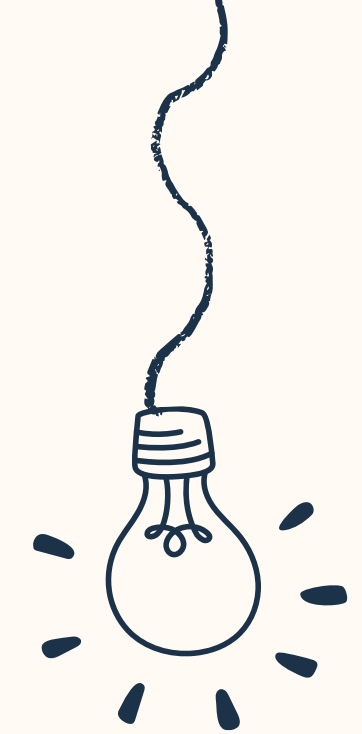
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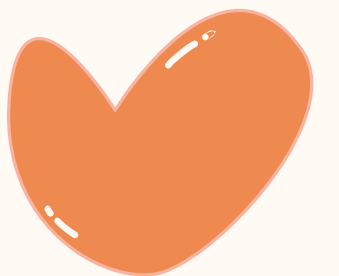
Continuous Provision in year 1 in action - inside learning



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**Continuous
Provision in year
1 in action -
inside learning**



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