



We don't stop playing
because we grow old;
we grow old because

We Stop Playing!

- George Bernard Shaw



What is Continuous Provision?

So...what is continuous provision?

- Core range of staple resources available throughout the year.
 - High quality resources that are open ended and thought provoking.
 - Defined areas of learning in the classrooms.
 - Reflective of the current needs/ interests of the children and curriculum.
 - Child-led approach to learning
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- Extra materials and resources that teachers or practitioners provide for their children that makes continuous provision more challenging/interesting.

Enhancements....



What will it look like?

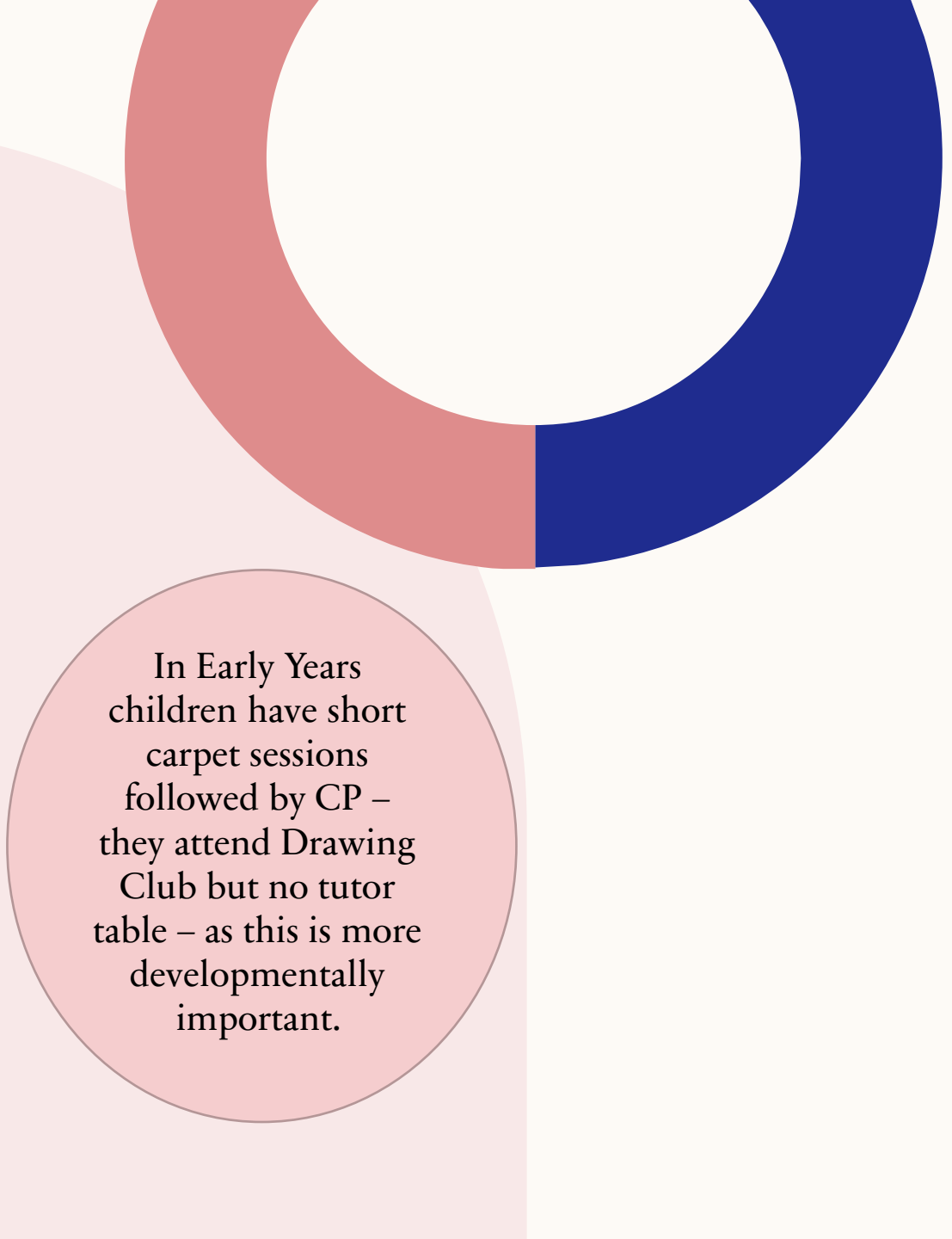
Relationships, Interactions and Well-Being are key. As well as following National Curriculum requirements and “The Hoo Way”

In KS1 we plan to build upon the pedagogy and resources that we have in early years.

Teachers will teach inputs for subjects, followed by ‘tutor table’ which allows much smaller groupings of children for more accurate, high quality teaching. Children can immerse themselves in CP (Busy Time) during that time to practise, repeat and rehearse skills taught – solidifying learning.

More opportunities for more learning – not just what has been taught – no limit on learning.

Building resilience and independence ready for key stage two.



In Early Years children have short carpet sessions followed by CP – they attend Drawing Club but no tutor table – as this is more developmentally important.

	8:40 - 9:00	9:00 – 9:35	9:35 – 10:00	10:00-10:50	10:50 – 11:30	11:30 – 12:15	12:15 – 1:15	13:15- 13:35	13:35 – 14:30	14:30 – 15:00
Monday	EMW / Registration	Assembly	English Input	English Tutor Table Busy time	Phonics	Spellings	Lunch	PSHE	English Tutor Table Busy time/ PSHE	PE
Tuesday	EMW / Registration	Maths Input	Maths Tutor Table Busy time/ PSHE		Phonics	Spellings		PPA (Forest school / PE)		
Wednesday	EMW / Registration	Maths Input	Maths Tutor Table Busy Time/ PSHE / Handwriting		Phonics	Spellings		Computing	Maths Tutor Table Busy Time/ Handwriting/ Science	
Thursday	EMW / Registration	English Input	Record ers	English Tutor Table Busy Time/ Science / Music	Phonics	Spellings		RE	English Tutor Table Busy time/ Science	
Friday	EMW / Registr		History Year 3	Maths Input	Maths Tutor Table	Phonics		Science	Maths Tutor Table	

	8.40 – 9.15	9.15 – 9.30	9.30 – 10.40	10.40-10.50	10.50-11.20	11.20-11.45	11.45-12.45	12.45 – 1.00	1.00-2.20	2.20-2.40	2.40-3.05
Monday	Registration/ busy time	Forest school/ <u>P.E</u>		Tidy up time	Phonics	Story time/g et ready for lunch	Lunch time	Maths – <u>wk 19</u> composit ion	In the Moment/Free flow/focus children	Tidy up time	Helicopter stories/story time
Tuesday	Registration/ busy time	Drawing club – <u>Supertato</u> (Message Centre Focus)	In the Moment/ Free flow/dra wing club/focu s children	Tidy up time	Phonics	Story time/g et ready for lunch	Lunch time	Maths – <u>wk 19</u> , composit ion	In the Moment/Free flow/focus children	Tidy up time	Helicopter stories/story time
Wednesday	Registration/ busy time	Drawing club – <u>Supertato</u>	In the Moment/ Free flow/dra wing club/focu s children	Tidy up time	Phonics	Story time/g et ready for lunch	Lunch time	Maths – <u>wk 19</u> , composit ion	In the Moment/Free flow/focus children	Tidy up time	Helicopter stories/story time
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WHY...

Our approach to teaching and learning is rooted in research and based on extensive knowledge of how children learn.

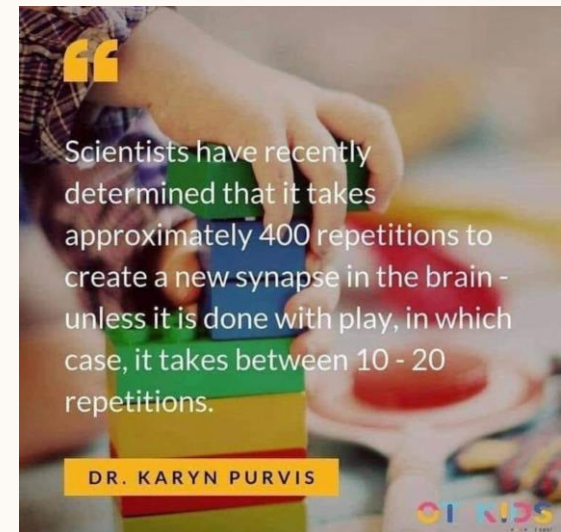
Children for the future

Children that can;

- Solve problems
- Create, make and build
- Be active and healthy (children who spend more time outdoors are less poorly)
- Come up with their own ideas, rather than be told ideas
- Have a sense of freedom, growing up with a better idea of who they are
- Be independent and use initiative
- Think critically
- Learn to make their own decisions
- Well-being for children is higher

➤ [\(28\) How play helps child development - YouTube](#)

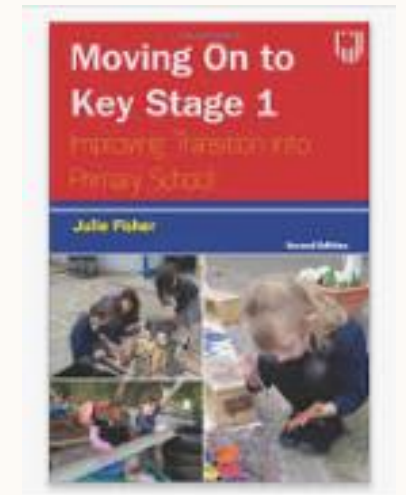
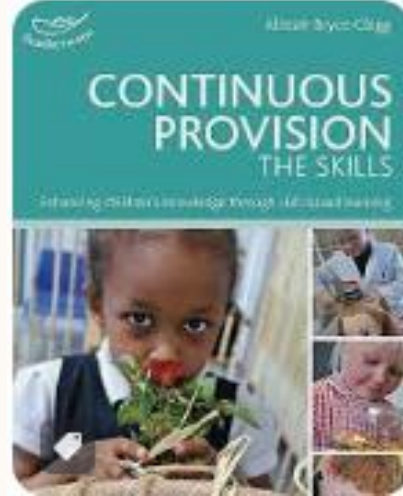
Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. How your environment is planned, resourced, valued and used can impact positively, or negatively, on children's engagement, independence, collaboration, self-confidence, resilience and curiosity. (Early Excellence)



RESEARCH...

- Research and school experience tells us that young children 7 and under learn best through play.
- What does the research on child development tell us?
- Piaget (1952) describes four distinct periods of development, ranging from birth through to adulthood. 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 - 8 that major developmental changes take place; when children begin to think in the abstract (Bredekamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008).
- The key question here then, is our practice developmentally appropriate? **At Hoo – yes!**

Finding out more...



➤ [\(28\) More Than A Score - Dr Pam Jarvis – YouTube](#)

Continuous provision supports and encourages our children and staff to have *A lifelong love of learning.*



**CHILDREN ARE
HAPPY AND
MAKING PROGRESS**

The background features a series of concentric white circles on a light green field in the upper left. A solid blue quarter-circle is positioned in the upper center. The bottom left corner is divided into a light pink triangle and a reddish-pink triangle. The text is centered in a dark blue serif font.

Would you like to
attend CP Showcase?