



# Brabourne

CofE Primary School



**Play-based and Independent Learning through  
Continuous Provision, from EYFS through to KS1**

*Mrs Susie Winchester (EYFS Teacher and Early Years Kent Teacher of the Year)*

*Mrs Natasha Miller (KS1 Teacher)*



## *What the Professionals say.....*

“Carefully planned continuous provision will enable children to learn skills, will challenge their thinking and help them to embed concepts.”

*Early Excellence*

“To understand the context of the school’s current curriculum, inspectors will explore how leaders’ decisions about remote education have led to changes or adaptations to the school’s curriculum. For example, inspectors will look at how subject leaders and teachers have identified pupils’ learning gaps and new starting points, and how they have responded to that in their curriculum planning.”

*Ofsted, 2021*

“A play-based approach allows children to consolidate and develop skills, be critical thinkers and allows them to become independent and resilient learners. So it makes sense to use continuous provision with foundation stage and KS1 classes, because it uses these naturally inquisitive qualities and creates an effective environment for children to learn. ”

*TES, 2020*

“At the heart of effective practice in Key Stage 1 lies a clear understanding of the development of young children and the knowledge of how best to support their learning through our environment and our approach to teaching and learning.”

*Early Excellence*

“By focusing on the very particular needs of this Year 1 cohort, we are, in fact, reminded of what all Year 1 children need - irrespective of whether they have just been through a challenging experience like COVID-19 or not. This may be the opportunity so many of us have championed... to bring Key Stage 1 into the EYFS, and to give these children learning experiences that are relevant and sensitive to their stage of development.”

*Julie Fisher, Early Education Associate, 2020*

## Headteacher's Welcome



At Brabourne CEP School, we value the development of the whole child: academically, emotionally, physically spiritually and socially. In adopting Continuous Provision throughout Key Stage 1, children in the infants are encouraged to continue the independence and playful enquiry adopted in Early Years.

At Brabourne, both inside the classroom and outside area, you will see busy children, actively engaged in continuous provision and in a range of activities that they themselves have chosen. They are allowed the freedom to make choices, take on a challenge, become responsible learners and explorers who can make real links in their understanding of the world around them.

Wherever possible, we offer children the opportunity to experience real life events that are linked to their learning. Every day our children get the opportunity to be an artist, writer, mathematician, scientist, designer or a storyteller to name but a few!

We hope that this booklet gives you a taste of how Continuous Provision is used at Brabourne CEP School.

Andrew Stapley  
Headteacher

## Our Mission Statement

*Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.*



## *Continuous Provision—the Environment*

Research shows that a child's development does not just stop at the end of Reception Year. In fact, skills such as physical development, language and communication skills, meta-cognition and growth mind-set continue to develop throughout a child's life; that is why we feel it is important to embrace this change in our approach to teaching and learning in KS1.

The classroom environment is key to children's experiences, how they learn and develop their skills. Independent learning through Continuous Provision, is the foundation to taking children on this journey and is the basis of their learning experiences. Imagine going into your kitchen and cooking a meal; you know where your fridge is, where your ingredients are kept and where your pots and pans are. This is similar to Continuous Provision in the classroom. Children know exactly where to find what they need to form the basis of their independent learning. Adults are then able to enhance classroom provision to enable children to progress and develop their skills and understanding across curriculum topics and the children's own interests. This repetitive, but progressive approach, ensures children are able to embed and develop key concepts and understanding. At Brabourne School, our Teachers work closely together to ensure areas of Continuous Provision show progression in skills and curriculum content.





## *Continuous Provision—Enhanced Provision & challenge*



From Continuous Provision comes Enhanced Provision and challenge. You are back in your kitchen and ready to cook, but you are trying a new recipe, using ingredients and equipment you have not used before. This is what Enhanced Provision looks like; challenges that build on Continuous Provision, that also link to current learning and topics, but are changed as and when the child's interests dictate. For example, during a topic on London, children are set a challenge in the construction area to build Big Ben, or when extending number bonds in Maths, children use the Numicon in the playdough to print and make number bonds that they have been learning.



## *Continuous Provision: the great outdoors*

Independent Learning, through Continuous and Enhanced Provision, continues outside the classroom and plays an integral part in this journey. However, there should be a clear difference between indoor provision and outdoor provision, that you do not want your 'outdoors to look like the indoor space with the roof taken off'; but that it needs to 'feel and look different, so that children can access a whole range of new and diverse skills and learning opportunities'.

At Brabourne School, our outside area is shared all year round, by Reception and Years 1/2, with a range of resources that can develop and enhance play-based learning. We have a mud-kitchen, garden café, water zone, wood work table (where children can use drills, hammers, nails etc.), a large construction zone, sand pit and other sensory experiences—all providing a space for imaginative play. In addition, we have a large open space to support the development of gross motor skills. Again, this Continuous Provision is enhanced with activities and challenges that are linked to current learning and topics, to ensure the progression and development of skills, as within the National Curriculum.

To go beyond this, we also have access to our wonderful countryside, where children can use and apply what they have learnt to embrace the wider world; by building dens, pond dipping and nature walks, to name but a few.







# *A Day in Early Years*



When the children are due to start school, we get to know them and their likes and interests, through taster sessions and nursery visits in the summer term. Using knowledge gained of the children, the classroom environment is then prepared for them, for when they start in September. Areas are created and resources are selected which match the interests the children and which will evoke their curiosity. This approach continues and the classroom evolves to suit their ever-growing interests, as they progress through the reception year.

Predominately, the children learn best at this age through play and a practical, hands on approach. This, therefore, underpins the approach to learning in our Early Years setting. Throughout the day, children will have ample opportunity to access the range of resources throughout the classroom and outdoor area, whereby they will initiate their own learning. During these times, the adults will 'play' alongside the children, observing, assessing and extending the learning, by modelling language, initiating awe and wonder, providing additional resources to develop their learning and questioning to deepen the children's understanding. Through this, children will be developing the skills they need to become problem solvers, risk takers, independent learners and thinkers.

Interspersed throughout the day, there will be short but pacy whole class and group inputs, where the staff will teach specific skills such as in Phonics or Maths. Following these inputs, there may be a series of adult initiated challenges for the children to complete to practise their newly learnt skills and deepen their understanding, or make further enhancements to the provision. For an example, in a Maths session, where the children have learnt new vocabulary associated with weight, a follow up challenge could be to weigh and compare a selection of fruits to find the lightest. An enhancement to the provision would be to have sets of balance scales in the home corner, or outdoor mud kitchen, to facilitate the use of the newly learnt language.

With this range of opportunities in which to learn, coupled with high-expectations for every individual, the children are not able to only achieve the Early Learning Goals and reach the level expected of them, but have also developed the skills and understanding necessary to become resilient, independent thinkers and learners, who show curiosity, interest and engagement with the world around them. They understand what is expected of them and are prepared to embrace the new learning challenges that Year One has to offer.





# *A Day in KS1*



Our KS1 classroom continues aspects of the Early Years environment, with Independent Learning opportunities within a Continuous Provision set up. Children have access to a variety of 'zones' within the classroom, including an Investigation area, DT/Art area and writing skills area, the latter in which they can develop, practise and consolidate their learning, whilst other children will be receiving focussed adult led lessons. During parts of the day, children will be able to access these zones (independent learning time), which are also enhanced with provision and challenges linked to our Topics and the National Curriculum. Children are expected to make Independent Learning purposeful and link this time to current or previous learning. Any challenges, or learning the children complete, they are then expected to record it in their independent Learning Journals. This independent learning approach, within continuous provision, promotes meta-cognition and growth mind-set, whereby children have to plan and organise their time properly and efficiently, so that they become resilient and independent thinkers and can articulate and explain their reasoning behind their choices.

Some of the most common questions asked are: how do you challenge the Year 2 children within this environment to meet expectations by the end of KS1 and how do you ensure coverage? The answer is simply through careful planning and preparation, alongside the school's progression documents, horizontal planning and National Curriculum Objectives, as well as the Continuous Provision, Enhanced Provision and challenges that are regularly updated to ensure they reflect current learning and interests. Our aim by the end of KS1 is that our children are well-rounded, resourceful, independent and resilient learners, who have a love for learning.

