



# HOLBROOK C OF E PRIMARY SCHOOL

Continuous Provision



# ENVIRONMENT

The purpose of continuous provision is to continue the provision for learning in the absence of an adult. The resources that are out in the environment for the children to use have been carefully selected to meet the developmental needs of the children we have in our setting. When this is combined with a clear view on the importance of those resources being open ended and

ambiguous, it allows the children the opportunity to think, investigate and explore. It gives them the opportunity to interpret what they are experiencing and handling in a meaningful way, that has importance to them.

Children need to be given a lot of time to be able to experience the environment and resources on offer, without feeling restricted or rushed. This gives them time to return, again and again to expand and build on newly developed concepts.

The most relatable way continuous provision has been described is by likening it to a supermarket; you know where everything is and you don't have to search to find what you want.

Within continuous provision, children are given the opportunity to explore their environment, and are encouraged to gain independence. This allows them to initiate play and make their own choices. To enable this, expectations around the use of the environment are key, and so a lot of time in the Autumn term will focus on how to use the environment in a meaningful way.



# MEANINGFUL TALK

Continuous provision should provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. Talk is a key aspect in building strong relationships, developing communication and language skills and challenging thinking.

At Holbrook we use talk in every aspect of our provision and our day. We have a focus on building relationships in order to understand where gaps in language development are and where we can enhance provision in or-



# CHALLENGES

Alongside the provision that is always available, staff chose to enhance different areas each week according to areas of need or as a way of promoting engagement in new topics/subjects through providing specific resources or creating specific challenges.

In Class 2, the children are expected to complete a minimum of 3 challenges each week. These would be spread across curriculum areas, and are used as a tool to embed key learning from previous weeks. Some of these challenges would be evidenced in the children's independent journals and some would be evidenced through talk.



## WRITING AND MATHS

For Year 1, there will be 5 writing lessons each week and 4 maths lessons (that last 1hr and 15mins). The children will be part of a whole class teach and then will be in provision and will complete the writing activity in small groups.

For Year 2 the writing activities will be completed usually as a whole year group, but will have links that can be embedded in the provision.

For Maths, Year 1 will be part of a whole class tech session and then will complete activities in small groups with challenges in the provision designed to support the learning.

In Year 2 there will be a whole class teach and the children will then mainly complete the activities as a year group and will have subsequent time in order to embed their learning through the provision.

# WHAT DOES A WEEK LOOK LIKE

Our timetable is planned to stay as consistent as possible and to allow the blocks of time possible for continuous provision to give the children enough time to return to and master their learning. This progresses as the children move through key stage one with our year 2 children having more structured teaching time, especially as we move through year 2. This also allows the Year 1 children in class 2 to have more time in the environment supported by an adult to encourage talk.

# DOCUMENTING THE JOURNEY

**Independent Journal:** The key thing about these journals is that these are books that only the children can use. They are designed for the children to document their own learning journey. If we think back to the Alastair Bryce Clegg's definition of continuous provision—this is the result of the learning that takes place when the adult is not there.. We provide a set station in the classroom that has all of the materials the children may need—sticky labels, a paper trimmer, glue and templates. The children can freely use this station to create their own journal. In order to gain their journal, the children must show that they are using the continuous provision in a meaningful way. In order to support the journal creations, we will ensure that there are templates and examples for the children to access of what we expect the journals to resemble.

