



Be the best you can be
Learning Provision in Year 1

Intent:

In Class 1 St Mary's, we want to create a learning environment that primarily bridges the gap between Little Oaks and Year 1 whilst also, as the year progresses, prepares our children for their next step into Year 2. We know that the children's wellbeing and engagement is fundamental to their involvement - and in turn achievement - so we aim to make the transition from EYFS to Year 1 as fluid and effective as possible, ensuring at all times that provision is tailored to be developmentally appropriate. Therefore, we transfer the best practice of continuous provision from Reception and use elements of this approach to provide independent activities to further enhance, inform and apply key Year 1 learning and skills. 33% of pupils at St Mary's are in receipt of Pupil Premium Grant (PPG). Due to the high deprivation of the catchment, many children need continued experiences and provision through Year 1 to develop their vocabulary, PSED, physical development - fine and gross motor control, communication and language. They also need explorative, challenging, interactive and engaging activities to develop their independence and social skills whilst promoting emotional wellbeing. In Year 1, we have a focus on Phonics through letters and sounds so immersing the children with engaging and interactive phonics activities only helps to reinforce these fundamental skills.

We want children to become independent and explorative learners and believe that - structured and purposeful - *'play can be a vehicle for learning'* (Alistair Bryce Clegg).

We know that the characteristics of effective learning through these types of independent challenges are:

- *playing and exploring: sometimes, but not always, linked to lesson input*
- *active(ly) learning: engaging and motivating tasks*
- *creative and critical thinking: problem solving and strategizing*

Implementation:

Rooted in research, the pedagogical approach which underpins teaching and learning within KS1 recognises that children aged 5-6 years old learn best through concrete, practical, and contextualised experiences. A careful balance of whole class teaching, focused group work and independent child-led learning enables us to deliver a first class curriculum, rich in subject-specific knowledge, whilst continuing to develop the 'whole' child in a holistic sense.

Teaching and learning in Year 1 takes place in many different ways.

Whole class input	Whole class teaching inputs followed by adult-led groups to practise and apply learning working with small groups in this way allows for 'in the moment' feedback and misconceptions can be addressed and progress is more likely to be made.
Adult led 'follow-on' groups	
Adult initiated, independent challenges: Mixture of specific outcome tasks and open-ended challenges	Children are encouraged to take ownership over completion of these and are given the autonomy to choose when they do so. Subsequently, all children complete and achieve the challenges set. Challenges will link to coverage of curriculum outcomes or the development of skills such as fine motor and are often resourced as an enhancement to an area of provision.

Environment:

There are many different learning provision areas both inside and outside of our classroom. We are extremely fortunate to have an outside 'classroom' which we have recently redesigned in our commitment to develop key skills and in particular improved fluency in numeracy and literacy.

Planning:

A (partial) example of independent learning provision planning:

Learning Area	Objectives	Activity
Role Play	To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Bakery role play
Art/Creative	to use a range of materials creatively to design and make products	Link to DT Children design their fire engine
It's Phonics	<i>Revising:</i> ai ee	Real and nonsense word/ Obb and Bob. Children have to find 3 nonsense words and 3 real words. First to 6 is the winner. Then sort them all into Obb and Bob.
Numeracy	read and write numbers from 1 to 20 in numerals and words one more one less	Children find numbers 0-9 in tray of soft balls. When they have a number they have to say one more and one less. Partner verifies. Snakes and Ladders game
Book area/Reading	<i>develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i>	Can't you sleep Little Bear – children look through the book and tell the story from memory/pictures. Act it out – all speaking the parts. + Using the spoons to tell the story.
Oral /performance	Participate in presentations, performances, role play, improvisations... Gain, maintain and monitor the interest of the listener(s)	We're going on a Lion Hunt... Read this to the class. What else can we hunt? How would we reach it? Children improvise their innovated stories – working with a partner.
Writing	<ul style="list-style-type: none">begin to form lower-case letters in the correct direction, starting and finishing in the right place	Using chalk/ water, chn practise writing ai ee words

Impact:

One of the greatest benefits of organising learning in this way, is that we are able to work with all children, in small groups, at several points within the day. As a result, we are continuously assessing and evaluating children's learning and next steps. It enables us to give instant verbal feedback to children, for them to talk to us about their work and understanding, to address misconceptions and to implement further challenge.

Rainbow challenges are celebrated daily - either sharing independent writing, admiring an art work or through watching a performance on our outside stage.

Class 1 have a statutory Phonics Test in Term 6. However, we monitor progress in phonics from their baseline entry point in Term 1 through termly phonics tests using past papers. We will also test their attainment of each phase as we work through them so that we can plug any gaps through intervention. We use termly assessments in Terms 2, 4 and 6 - during Term 4 and Term 6, we will use NFER tests to assess learning in maths and reading.

This year (Autumn Term 2020) 87.5% made progress between phonics tests in Term 1 to Term 2 with all making between 5 to 28 points improvement. 71% scored 100% in the end of Phase 3 assessment.

We know our children very well and work closely with both Reception and Year 2 teachers to ensure and maintain the very best practice for provision for them through thorough transition processes.

The vision at the *HEART* of St Mary's is *health and happiness* whilst equally developing *resilience* and the *ability to work with other children* and through our Year 1 focused and enhanced provision these skills are actively nurtured and encouraged.