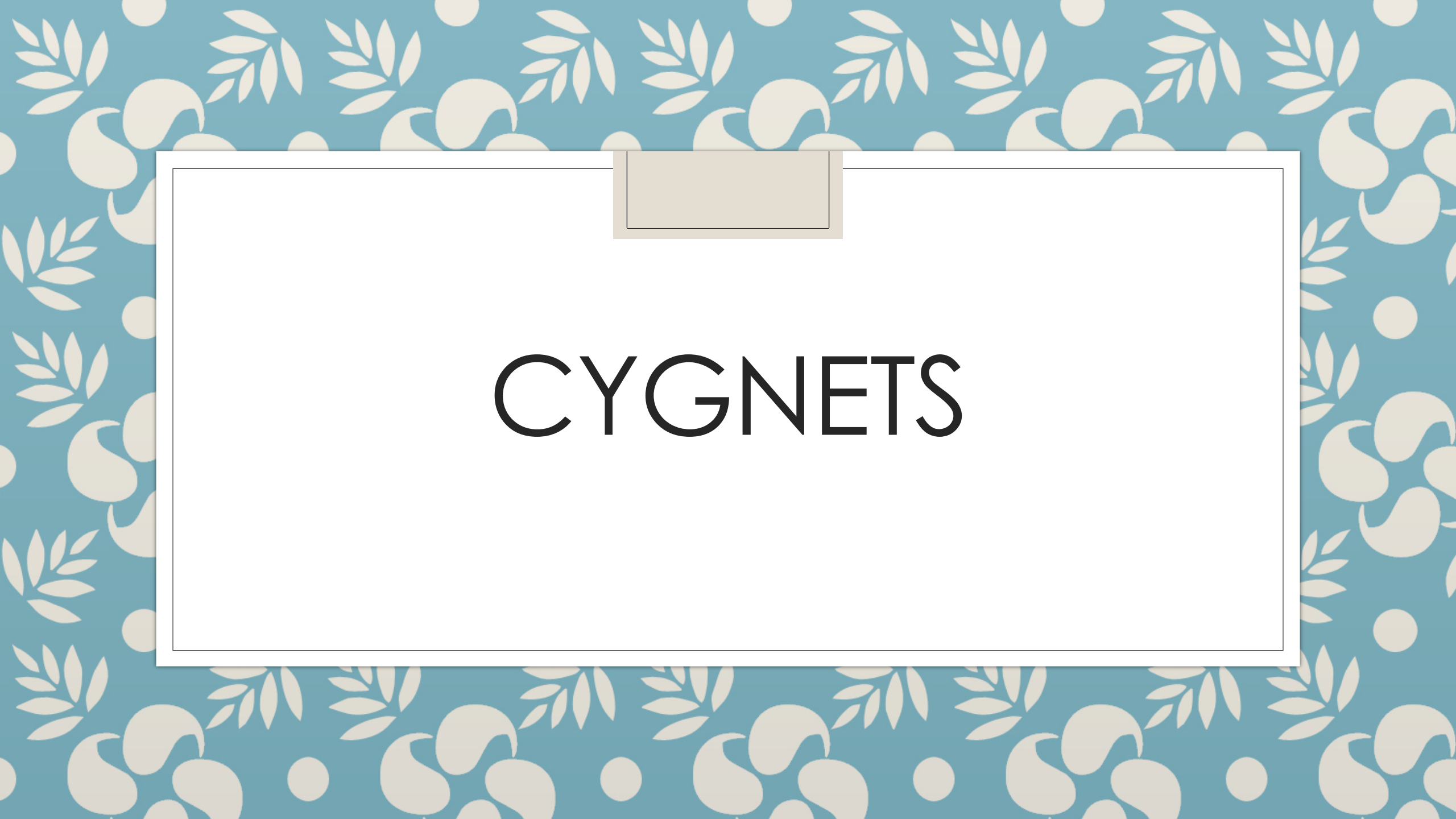




CYGNETS

Intent- Reception

- Promote independence by allowing children to make their own choices and direct their learning.
- Foster continuous learning by ensuring learning can happen at any time, not just during teacher-led instruction.
- Develop key skills such as curiosity, resilience, confidence, and collaboration.
- Enhance critical thinking through open-ended resources that encourage problem-solving and creativity.
- Encourage communication and language development through rich conversations and adult modelling.
- Build on prior learning and provide opportunities for children to rehearse and consolidate skills.
- Ensure a safe and stimulating environment that provokes curiosity and sustained engagement.

Year one

- Maintain a balance between structured, teacher-led learning and child-initiated play.
- Provide opportunities for children to consolidate learning from formal teaching and apply it in meaningful contexts.
- Encourage independence, resilience, and self-regulation.
- Enable teachers to observe, facilitate, and extend learning through skilful questioning and interaction.
- Link provision areas to curriculum goals, allowing learning in literacy, maths, and other subjects to occur naturally through play and exploration.

Year two

- Providing a rich environment that promotes independent application and extension of knowledge.
- Encouraging higher-level problem-solving, creativity, and reflection.
- Ensuring learning environments are thoughtfully planned and resourced to meet National Curriculum objectives.
- Supporting children as they develop sophisticated learning behaviours and prepare for greater academic challenges.

Overall expectations

- Overall, our intent is for all children to develop a love of learning, confidence in their abilities, and the essential skills needed for lifelong success.

Implementation

- **Learning Environment**

- Our classroom offers open-ended and purposeful continuous provision areas that include:

- Reading Area

- Writing Area

- Maths Area

- Construction and Small World

- Art Area

- Fine Motor Area

- Water/Sand Area

- Tuff Tray

- Role Play Area

- These areas are designed to foster creativity, collaboration, and independence. Activities are **changed weekly** to maintain engagement and are **colour-coded** to reflect the appropriate challenge for different learners. This ensures that all children are both supported and stretched according to their developmental stage.

Teaching and Learning-

- Teachers **explicitly teach** core skills and knowledge for both EYFS and Key Stage 1.
- Learning opportunities are **purposefully planned** to align with both the **EYFS Framework** and **National Curriculum** objectives.
- Activities are **adapted throughout the week** to provide further challenge and to respond to children's interests.
- Children are encouraged to **revisit and embed knowledge and skills**, strengthening effective learning behaviours established in earlier years (Early Excellence, 2022).
- Adults play an active role as **facilitators, observers, and learning partners**, guiding and extending learning through interaction and questioning.
- **Focused teaching sessions** introduce new concepts, which children then apply independently within continuous provision.
- **Observations and formative assessments** are used to inform future planning and ensure all learners make progress.
- The environment remains **dynamic and adaptable**, evolving with the curriculum and the needs of the cohort.

Impact

- The impact of our continuous provision is evident in the children's enthusiasm, independence, and progress across all areas of learning. Through continuous provision, children demonstrate:
- **Problem Solving:** Applying learned strategies in open-ended contexts.
- **Independence:** Taking responsibility for their choices and learning.
- **Resilience:** Persevering through challenges and learning from mistakes.
- **Investigation:** Asking questions, testing ideas, and seeking solutions.
- **Delegation:** Sharing roles and responsibilities during collaborative play.
- **Creativity:** Using imagination and innovation in tasks.
- **Collaboration:** Working effectively with peers, developing empathy and teamwork.
- **Decision-Making:** Making purposeful choices based on interest and need.
- **Proactive Learning:** Engaging deeply, initiating ideas, and showing sustained focus.
- Mixed-age classes provide additional benefits such as **leadership opportunities, confidence building, and the development of positive learning behaviours.**
- As Julie Fisher (2010) notes, "It doesn't matter the age a child starts school; what matters most is that the experiences provided are appropriate to their age and stage of development."
- Through continuous provision at Southrop, we ensure that every child is challenged, supported, and inspired to reach their full potential, fostering not only academic success but also curiosity, confidence, and a lifelong love of learning.

Stronger Foundations

- ★ **What builds a strong foundation in the early years?**
- **1. Secure Relationships**
- Warm, responsive caregivers
- Consistent routines and emotional safety
Secure attachments help children feel safe to explore, learn, and communicate.
- **2. Language & Communication**
- Rich conversations
- Reading books together
- Singing, storytelling
This supports vocabulary, literacy, and social skills.
- **3. Play-Based Learning**
- Play is how young children learn. Through play, they develop:
- Problem-solving
- Creativity
- Social interaction
- Early math and literacy skills

- **4. Physical Development**

- Fine motor: drawing, puzzles, building
- Gross motor: running, climbing, jumping

- Healthy nutrition and sleep

Physical development supports thinking and emotional regulation.

- **5. Social & Emotional Skills**

- Learning to share, take turns, name feelings

- Self-regulation

These guide positive behavior and relationship-building.

- **6. Inclusive & Stimulating Environments**

- Safe, clean, engaging spaces
- Opportunities to explore diverse materials
- Welcoming to all children's backgrounds and abilities

- **7. Family Involvement**

- Partnership between caregivers and educators strengthens consistency and helps children thrive.

Examples

Activity 1. Space

Red Cut out the planets and put them in the correct order. Blue cut out the planets and then write a sentence about each one.

Orange Cut out the planets and order them. Then

write an information leaflet about each planet.

Extension: Create a planet mobile or design a planet.

Activity 4 Nocturnal animals

Red sort the nocturnal and diurnal animals.

Orange sort the animals and write information

about the animals.

Blue Sort the animals and use ipads to gain

more information for a leaflet for the village shop.

Reception starting points

- **Communication and language**

- Children who have started school have low communication skills 4/6 have language development delay.
- Children have struggled with their listening skills and that has caused problems with listening and attention.
- Communication with peers
- Communication with adults
- Low language skills and word knowledge
- Low play based skills and need lots of direction
- Very low phonic skills
- Retention of sounds
- Unable to blend sounds together