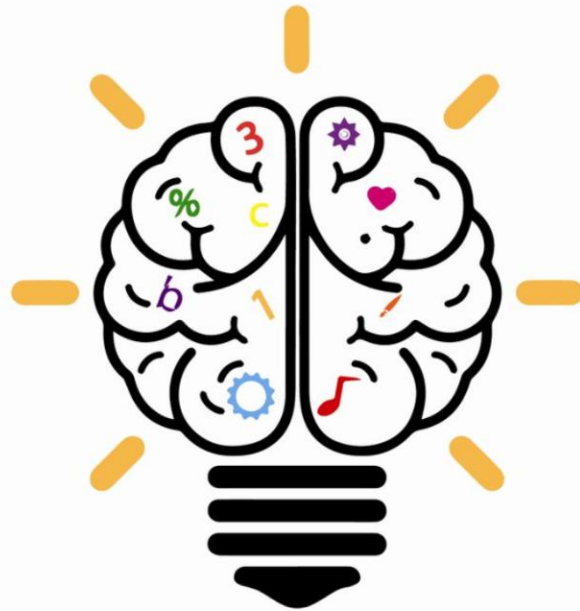




GREENWOOD ACADEMIES TRUST

Linked Learning in Year 1

Play is our brain's favourite
way of learning



Project by Amy Short @ Beacon Primary Academy

Project by Amy Short @ Beacon Primary Academy

'Linked Learning' - how to maximise play based learning from Early Years into Year 1

At Greenwood Academies Trust we are privileged to work with fantastic practitioners who are committed to the continuous development of their craft, and to supporting their colleagues to do the same. There are high levels of collaboration and support within and between academies, both informally and formally in our extensive range of facilitated networks. The Early Years network is one such example, where practitioners across the trust regularly meet, support, share ideas and work together with other experts to extend their practice.

It is my pleasure to share this research project booklet which gives a flavour of some of the work at one of our academies. This research has been led by Amy Short, EYFS Lead at Beacon Primary Academy, where this approach has been implemented, monitored & reviewed over the last 3 years.

'Linked Learning' is an approach that supports and maximises play based learning in Year 1. This approach ensures that the children have the opportunities to apply their explicitly taught key skills within the context of highly effective and challenging continuous provision ensuring both consolidation and extension of learning.

The impact of implementing this approach has been evident at Beacon with them achieving a Y1 phonics screening score of 90% in 2022, which sits alongside their other above average Y1 results.

Thanks to Amy and her team for all their hard work collating this project.

Martha Mullen

GAT Early Years Adviser

September 2022

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Contents Page

<i>Research</i>	<i>3</i>
<i>Developing a Play-Based Approach in Year 1</i>	<i>5</i>
<i>Example Timetable</i>	<i>7</i>
<i>Fitting Everything In</i>	<i>9</i>
<i>Activities and the Environment</i>	<i>10</i>
<i>Useful Books</i>	<i>14</i>
<i>Social Media</i>	<i>15</i>
<i>The Environment</i>	<i>17</i>
<i>Room Layout Example</i>	<i>18</i>
<i>Indoor Provision Audit</i>	<i>19</i>
<i>Outdoor Provision Audit</i>	<i>21</i>
<i>Final Thought</i>	<i>24</i>
<i>References and Further Reading</i>	<i>26</i>

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Research

Albert Einstein is often ascribed as saying that 'play is the highest form of research'. There is a strong argument that this is indeed true. There is significant evidence to prove play-based learning appropriateness and effectiveness. Many successful countries do not start formal education until they are 7 years old. Most children at 5 years old are not physically, emotionally, or academically ready to take on the formal model of teaching and learning (Duncombe, 2016), which can then develop a range of issues that would not appear in a play-based environment. In a very interesting book 'Let Me Be Five', there is a line that says there is no reason why children who are just five should have to change the way they learn, simply because they are starting Year 1 (Quirk, 2020). A counter argument given against a play-based curriculum after EYFS (Early Years Foundation Stage), is that it hinders the more able children. However, there is evidence to suggest that all children need to play, even the most able, as through quality play experiences children will be engaged and challenged (United Nations Children's Fund, 2018). It is also well known that high level engagement gives the best opportunity for high level attainment. A child that is engrossed in play, in a well-planned and resourced environment, most certainly has high levels of engagement, therefore setting them up well for high levels of attainment (Bryce-Clegg, 2019).

When thinking about child development, Piaget (1952) identifies four periods of development covering from birth to adulthood. The preoperational stage, ranging from 2 - 6 years, is suggested to be the period in which children think symbolically, learn to use language, and represent their ideas using pictures and objects. He expands further by suggesting that during that stage children are highly active, learning through interacting with their environment and first-hand experiences. Piaget argued that it was not until 7 years of age there is a developmental change where children begin to think abstractly (Jarvis and Chandler, 2001). Piaget's suggestion regarding the development of children, suggests that a formal approach to education in Year 1 is not developmentally appropriate.

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The National Curriculum and the formal approach it demands of the children when they enter Year 1 leaves a question to be asked; why do people believe that once a child reaches the age of 5 years old they no longer need the same teaching and learning opportunities available to a 4-year-old? Fisher (2010) feels that the learning needs of a Year 1 child is very similar to those in Reception, "*children should not go from being a 'unique child' (DCSF 2008) to a 'Year 1' in one small step down the school corridor*". Drake (2009) replicates this, "play should not be seen by the adult as a separate activity", however states that, "free play in an ill-equipped environment with little thought given to the opportunities and support offered is not guaranteed, or even likely to lead to appropriately challenging learning experiences for all children. For experiences of the highest quality to take place, children's play and learning needs to be planned carefully".

This is then expanded on by stating that this relates to planning an enabling environment which includes provision and adult support. A worry for teachers can be that they do not have enough time to cover all aspects of the National Curriculum whilst children spend time in 'play'. Fisher (2010) points out that, "Play is not 'another subject', not something 'other than' the curriculum - it is the way in which most children will access and learn the stuff of the curriculum in a highly effective way" (p.93). Key Elements of Effective Practice guidance (DfES 2005) makes an interesting point that within Early Years there is no distinction between work and play for children and there should not be for practitioners. This then leads to the question, why once children enter a formal KS1 environment is there the obvious separation of 'work' and 'play'? An environment that is well planned and which combines children's interests with the demands of the National Curriculum, provides the opportunity for challenging and valuable learning. This enables children to revisit and embed their skills and knowledge (Bryce-Clegg, 2020). Mader (2021) adds another reason why play is so important by articulating that play boosts well-being in children. She highlights that it allows children to progress in a variety of areas. Play is not a luxury; it is a necessity!

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Developing a Play-Based Approach in Year 1

The pandemic allowed us to take a step back and look at the transition that the children would need on their entry into Year 1. We thought back to previous 'normal' years and identified that we usually saw a dip in children's attention and wellbeing when in Year 1.

To prepare for making the Year 1 environment more play based, a clear understanding of the underlying principles of the EYFS was gained. These are the foundations that needed to be built upon for the learning to be both meaningful and effective. A clear understanding that play is learning and not 'just play' is needed. The transition to a play-based environment will not be smooth; it requires willingness to take risks, lose some of the control formal teaching provides and accept that there will be a fair amount of mess. It can feel like you need to justify what each child is learning to anyone that comes into the classroom to begin with, especially those that view the learning as 'just playing'. But once you find the way it works for you, this feeling will go. One thing that is important when planning is to ensure that there is an adult in the environment with the children so they can focus on the engagement and attainment of all the children: observing, supporting, challenging and teaching them. It can be tempting to keep a group back after a whole class input but if there is not that adult in the provision then the adult's focus is solely on that focus group. The adult in the environment may have an objective they want to observe, however this should not be a forced job. It should be a focus for if the opportunity presents itself, enhancing and extending their play, not interrupting it. Intervention can also be delivered this way, taking it into their play can make it much more impactful.

It is also important that the resources are carefully planned so that the provision can continue the learning in the absence of adults. To do this the skills and knowledge that the children need to gain are identified and then the resources are planned around it. A carefully planned environment allows for incidental learning, such as animals in the small world in baskets according to animal groups and Numicon tidied away into number bonds. The chances of getting it right straight away is low, it takes some 'trial and error' and every cohort is different. The first few

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terms we were forever changing things until we were happy with how it was all working. We are now heading into our 3rd full year of continuous provision in Year 1 and there are still elements that are not perfect, but that is the advantage of continuous provision, it enables practitioners to take a step back, observe and then make the changes that are needed.

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Example Timetable

Monday	8:45 – 9:00 Self-registration and Morning Task	5-a-day	9:20 – 9:30 Date chart Room Tour Challenge Chat	11:20 – 11:50 Phonics	11:50-12.00 – WASH HANDS 12:00 – 1:00 – Lunchtime	1:00 – 1:30 Guided Reading (Whole Class)	1:30 – 2:30 Independent Learning Time Maths Focus Task	2:30 – 3:00 RE 3:00 – 3:10 Story Time (Book with most votes)	3:15 – Children to go home
	9:00 – 9:15 ASSEMBLY		9:30 – 11:20 Independent Learning Time English Focus Task			1:1 Reading during Ind Learning			
Tuesday	8:45 – 9:00 Self-registration and Morning Task	5-a-day	9:00 – 9:20 Date chart Room Tour Challenge Chat	11:20 – 11:50 Phonics	1:00 – REGISTRATION	1:00 – 1:30 Guided Reading (Whole Class)	1:30 – 2:30 Independen t Learning Time Maths Focus Task	2:30 – 3:00 History/Geography 3:00 – 3:10 Story Time (Book with most votes)	
	9:20 – 11:20 Independent Learning Time English Focus Task		1:1 Reading during Ind Learning						
Wednesday	8:45 – 9:00 Self-registration and Morning Task	5-a-day	9:00 – 9:20 Date chart Room Tour Challenge Chat	11:20 – 11:50 Phonics	1:00 – 1:30 Guided Reading	1:30 – 2:30 Independen t Learning Time Maths Focus Task	2:30 – 3:00 Science 3:00 – 3:10 Story Time		

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			9:20 - 11:20 Independent Learning Time English Focus Task			(Whole Class)		(Book with most votes)
Thursday	8:45 - 9:00 Self-registration and Morning Task		9:00 - 9:20 Date chart Room Tour Challenge Chat	11:20 - 11:50 Phonics		1:00 - 1:30	1:30 - 2:30	2:30 - 3:00 Music
			9:20 - 11:20 Independent Learning Time English Focus Task			Guided Reading (Whole Class)	Independent Learning Time Maths Focus Task	3:00 - 3:10 Story Time (Book with most votes)
Friday	8:45 - 9:00 Self-registration and Morning Task		9:35 - 9:45 Date chart Room Tour Challenge Chat	11:20 - 11:50 Phonics		1:00 - 1:30	1:30 - 2:30	2:30 - 3:00 PSHE/Building Futures
			9:45 - 11:20 Independent Learning Time English Focus Task			Guided Reading (Whole Class)	Independent Learning Time Maths Focus Task	3:00 - 3:10 Story Time (Book with most votes)
						1:1 Reading during Ind Learning		

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Fitting Everything In

As an article by Early Excellence (McHugh 2022) says, "continuous provision in Year 1 is not an add on or something to fit into the curriculum, it is the curriculum". Fitting in the demands of the National Curriculum and running a continuous provision environment can be overwhelming and seem impossible. There are different ways practitioners do this and it does depend on the cohort of children you have, however, an effective way that we have tried and tested is 'Rainbow Challenges'. These are independent, non-negotiable, daily challenges that enable you to gain the 'evidence' needed for the foundation subjects. You can choose to deliver the teaching needed for these subjects through provision or as a carpet session as suggested in the example timetable above. This is modelled to children during the challenge chat part of the day. The recording of these depends on what you decide works best, Tapestry or similar is a good option. With modelling, the children can take their own photograph of their completed challenge. This then just needs an adult to look over the task, as you would in an exercise book, to identify any misconceptions and errors. Rainbow Challenges also provides the opportunity to continuously revisit and embed previously taught concepts.

Carefully planned provision can do a large amount of the teaching for you. Once you have your environment set up with the areas your current cohort needs, you can then use your medium-term planning for each subject to assist your weekly provision plans of the enhancements for your areas. These enhancements should be weekly, some may even stay out longer than a week. When an adult is present alongside enhancements, the planned objectives the children 'may' learn is increased. Knowing that not every child will use your enhancements or secure the objectives planned is essential. High-quality play can be disrupted by adults thinking that the children must use the enhancements and secure the planned objective. Your direct teaching sessions and non-negotiable challenges will cover all the objectives needed.

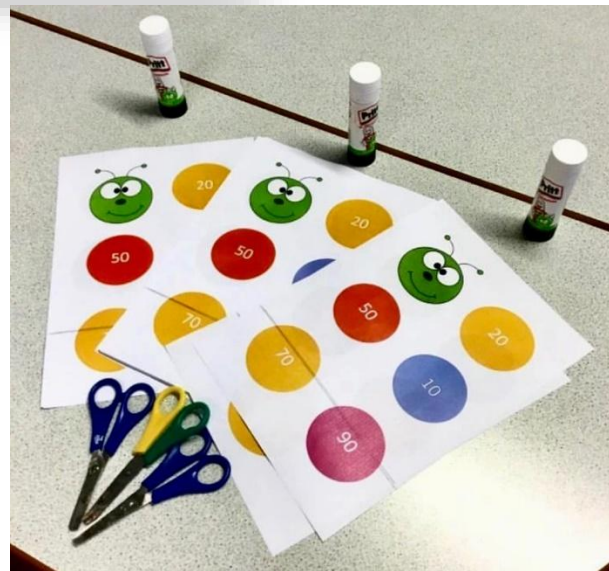


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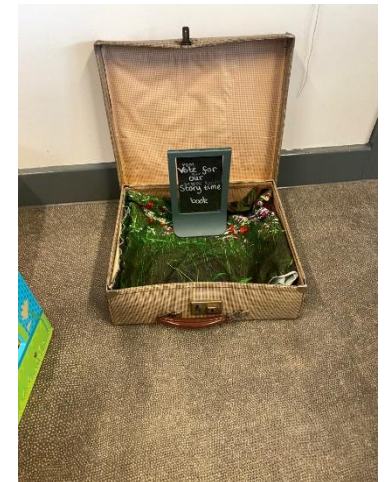
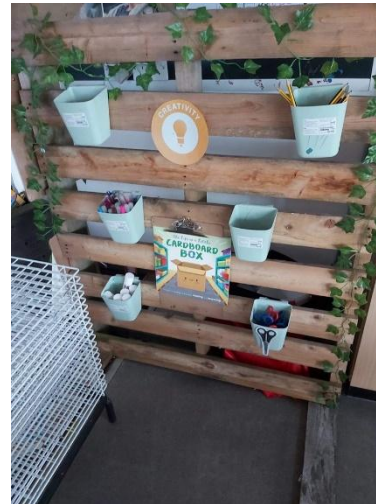
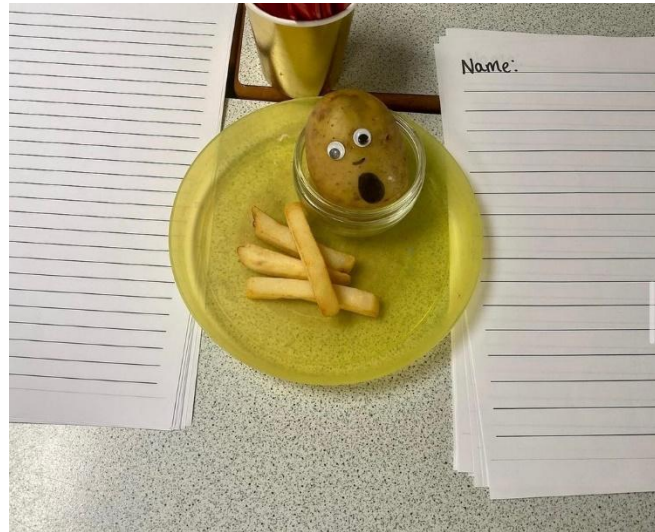
Activities and the environment



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Useful books

Effective Transition to Year 1 - Alistair Bryce-Clegg

Let Me Be Five - Implementing a play-based curriculum in Year 1 and beyond - Sue Quirk

Year 1 in Action - A month by month guide to taking Early Years pedagogy into KS1 - Anna Ephgrave

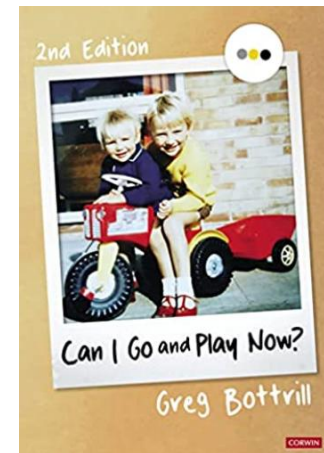
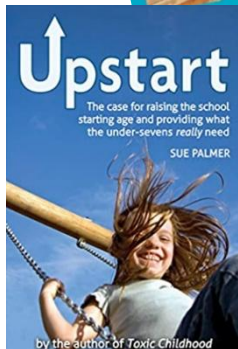
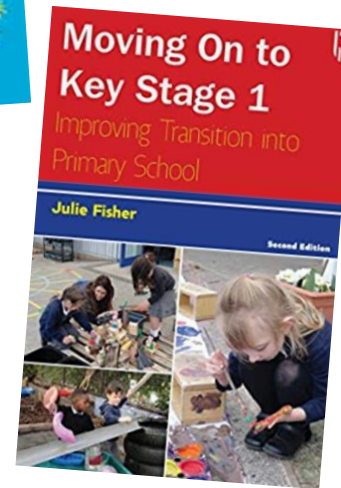
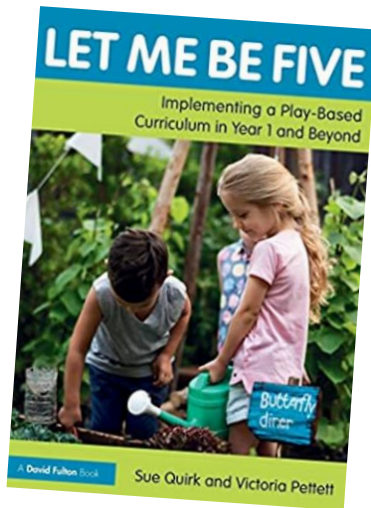
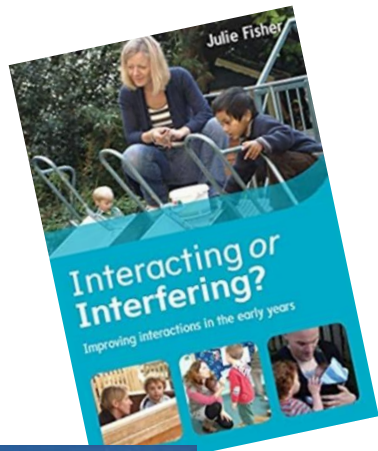
Can I Go & Play Now? - Greg Bottrill

Moving On to Key Stage 1 - Julie Fisher

Interacting or Interfering? Improving interactions in the early years - Julie Fisher

Continuous Provision: The Skills - Alistair Bryce-Clegg

Upstart: The case for raising the school starting age and providing what the under-sevens really need.



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Social Media

Instagram has been extremely helpful for provision ideas and activities. Some of the activities have needed to be adapted to suit the needs of our children but they have provided invaluable support and guidance especially when we were just beginning the journey from formal teaching to continuous provision.

Here are some pages that we have found really useful to us, although there is a whole network of teacher Instagram accounts once you start looking. It can become a little overwhelming, but it is essential to remember that everything looks amazing on social media.

eyfs_year1penguins - our own continuous provision journey page

Glitter in Reception

Play_with_miss_may

Katiesclassroom

Mrswelchteacheryear1

Heyitsmissr

Year1_fun

Ks1_continuous_provison...with Miss H

mrs.jackson.y1

missrose_y1

miss_lvt_eyfs

miss_lee_y1

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The Environment

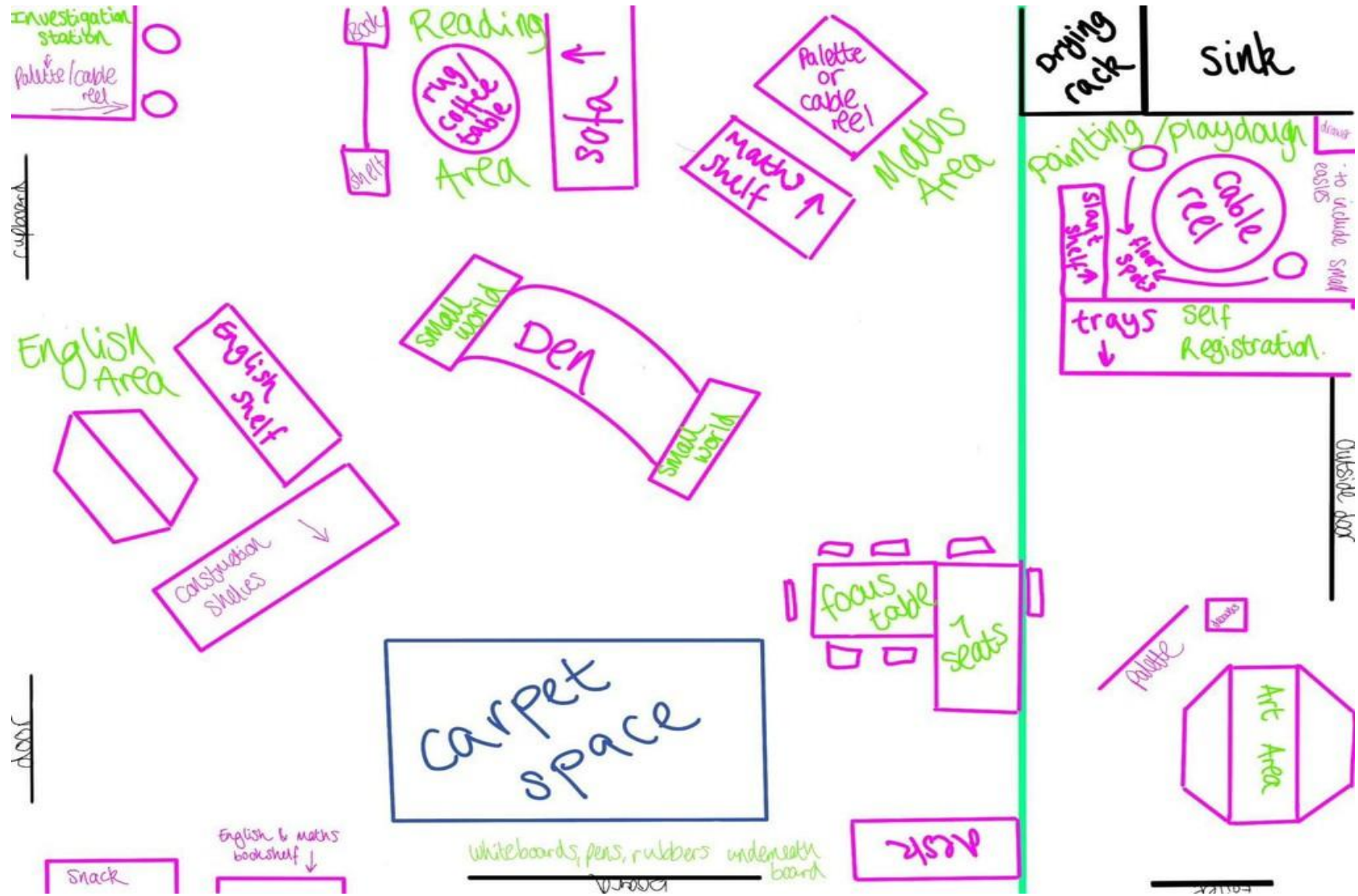
Most well-known philosophers of continuous provision suggest that children engage better with clearly defined, enclosed spaces. They suggest that this leads to less distractions, therefore enabling children to fully engage in their learning and communicate with their peers. The Reggio Emilia approach recognises the environment as a 'third teacher' (Edwards, Gandini and Forman, 2011). Each area should have provision that is well seen and easily accessible. There are certain areas that work well together and promote problem solving, mathematical thinking and writing opportunities, such as the construction and the small world areas. However, each classroom will vary depending on the interests and needs of the cohort. Alistair Bryce Clegg suggests undertaking a Gap and Strength Analysis; this is where the practitioners use summative assessment to identify the strengths and needs of the cohort (this could be from the EYFS Profile for Term 1). This is then used to plan the environment and provision. Any areas of strength that are identified can be used to plan challenges to extend learning in those areas.

Other ways to ensure the environment is working effectively for the children include getting down to the children's level and seeing what the environment looks and feels like to them. Also, by observing the children in the environment - areas that are not used by the children are wasted spaces; these could be used so that spaces that are well used can be expanded. It will also become quickly evident if a layout is not working and changes need to be made. Some areas you may want to start with include -

- | | |
|----------------------------|----------------------------------------------------------------------|
| Painting | Playdough |
| Workshop (arts and crafts) | English and Maths (although these can be weaved through other areas) |
| Small World | Focus group work area |
| Construction | |
| Investigation | |
| Free flow snack | |

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Room Layout Idea



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Indoor Provision Audit

Audit Your Key Stage One Area

Fill in the checklist to assess your provision, then decide how to make improvements.



Provision Area	Furniture	Resources	Storage	Score out of:
Writing	<input type="checkbox"/> Shelving <input type="checkbox"/> Table & chairs/stools	<input type="checkbox"/> A range of pens, pencils, felt pens, dry wipe markers, highlighters <input type="checkbox"/> Book-making tools including stapler & staples, hole punch & treasury tags, paper clips <input type="checkbox"/> A wide variety of paper: different colours, textures & sizes, small notebooks, envelopes, Post-it Notes, labels, caption cards <input type="checkbox"/> Story map templates, high frequency word lists, adjective banks, phoneme mats <input type="checkbox"/> Dictionaries & thesaurus <input type="checkbox"/> Display space for children's writing	<input type="checkbox"/> Clear pencil pots <input type="checkbox"/> Clear small pots for staples, paper clips etc. <input type="checkbox"/> Clear A5 & A4 trays for paper & books <input type="checkbox"/> Book stands	Score out of 12:
Number	<input type="checkbox"/> Shelving <input type="checkbox"/> Table & chairs/stools	<input type="checkbox"/> Range of materials for sorting & counting including in 2s, 5s & 10s <input type="checkbox"/> Varied selection of dice & spinners with games boards <input type="checkbox"/> Number & calculation symbol cards <input type="checkbox"/> Counting sticks & number rods <input type="checkbox"/> Plain & squared whiteboards <input type="checkbox"/> 100 & multiplication squares <input type="checkbox"/> Data collection templates <input type="checkbox"/> Calculator <input type="checkbox"/> Number related books	<input type="checkbox"/> Small, medium & large baskets for each set of equipment <input type="checkbox"/> Clear A4 tray for whiteboards	Score out of 13:
Space, Shape & Measure	<input type="checkbox"/> Shelving <input type="checkbox"/> Table & chairs/stools	<input type="checkbox"/> Selection of bottles & containers for measuring & comparing capacity <input type="checkbox"/> A wide variety of timers, stopwatches & clocks <input type="checkbox"/> Equipment for measuring length & weight including digital & balance scales, kitchen scales, spring balances, tape measure, metre & cm only rulers <input type="checkbox"/> 2D shapes <input type="checkbox"/> SSM related books	<input type="checkbox"/> A range of clear boxes for each selection of resources <input type="checkbox"/> Clear pencil pot	Score out of 9:
Book	<input type="checkbox"/> Book shelving which enables separation of fiction & non-fiction <input type="checkbox"/> Floor space with rug, cushions, comfy chairs <input type="checkbox"/> Low play table	<input type="checkbox"/> Core set of high quality, engaging fiction & non-fiction texts which link to all curriculum areas & children's interests <input type="checkbox"/> Some familiar, well-loved stories <input type="checkbox"/> A set of puppets	<input type="checkbox"/> Book stands <input type="checkbox"/> Baskets for puppets	Score out of 8:
Block	<input type="checkbox"/> Shelving <input type="checkbox"/> Floor space	<input type="checkbox"/> A set of medium sized wooden blocks including standard 3D shapes, flat pieces & some shapes that are more unusual <input type="checkbox"/> Open-ended wooden character figures <input type="checkbox"/> Spirit levels <input type="checkbox"/> Relevant books	<input type="checkbox"/> Clear A5 trays for wooden people & unusual block shapes <input type="checkbox"/> Clear A4 tray for flat pieces	Score out of 8:
Small World	<input type="checkbox"/> Shelving <input type="checkbox"/> Floor space	<input type="checkbox"/> Realistic small world animals including farm animals, wildlife that is common to Britain & from further afield <input type="checkbox"/> Small world people, fantasy characters & creatures with natural materials & a selection of fabric pieces <input type="checkbox"/> Relevant books to encourage links to stories	<input type="checkbox"/> Clear small boxes for small world people <input type="checkbox"/> Clear A4 trays for small world figures <input type="checkbox"/> Clear A4 trays for fabric pieces & natural resources	Score out of 8:

Audit Continues on Page 2

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Workshop	<input type="checkbox"/> Shelving <input type="checkbox"/> Easel <input type="checkbox"/> Large table	<input type="checkbox"/> Recyclable resources, string, wool, fabric pieces, etc. organised by material <input type="checkbox"/> Scissors, glue, paper fasteners <input type="checkbox"/> Paint brushes of different sizes, powder, block & water colour paints <input type="checkbox"/> Books relating to art, artists, designers etc. <input type="checkbox"/> Charcoal, pastels & chalks & a range of pencils including coloured <input type="checkbox"/> A selection of paper types & sizes, water pots & paint palettes	<input type="checkbox"/> A range of clear boxes for storing grouped resources	Score out of 10:
Sand	<input type="checkbox"/> Shelving <input type="checkbox"/> Sand tray or low table with smaller trays	<input type="checkbox"/> A spray bottle to enable work with wet or dry sand <input type="checkbox"/> Tools for moving, marking & shaping sand <input type="checkbox"/> Containers of different sizes including some with scales <input type="checkbox"/> A selection of small world animals with natural resources & coloured sand for story play	<input type="checkbox"/> Clear A5 & A4 trays for small items & artefacts	Score out of 7:
Water	<input type="checkbox"/> Shelving <input type="checkbox"/> Water tray	<input type="checkbox"/> A collection of measuring jugs & cylinders <input type="checkbox"/> Funnels, pipettes, syringes & tubing for moving water <input type="checkbox"/> Modelling clay & natural resources to encourage enquiry <input type="checkbox"/> Water-based small world people & animals for the development of stories	<input type="checkbox"/> Clear boxes for piping & natural resources <input type="checkbox"/> Clear A5 trays for smaller artefacts	Score out of 8:
Role Play	<input type="checkbox"/> Role play unit <input type="checkbox"/> Open-ended role play frame <input type="checkbox"/> Play space	<input type="checkbox"/> A core set of clothing, artefacts & props that provide opportunities for real life & fantasy role play <input type="checkbox"/> Till with coins & notes <input type="checkbox"/> Instruments, scarves & ribbons to encourage music & movement <input type="checkbox"/> A role play frame with some large pieces of fabric & pegs so that children can create their own play themes <input type="checkbox"/> Writing materials to create signs etc.	<input type="checkbox"/> Baskets for accessories, play food & tea set	Score out of 9:
Enquiry	<input type="checkbox"/> Shelving unit <input type="checkbox"/> Studio display unit <input type="checkbox"/> Large table with chairs	<input type="checkbox"/> Non-fiction texts, general (e.g. atlas) & relating to current interests & themes <input type="checkbox"/> Globe <input type="checkbox"/> Magnifying glasses <input type="checkbox"/> Writing & drawing equipment & materials	<input type="checkbox"/> Book stands	Score out of 8:
Across all areas		<input type="checkbox"/> Range of pens, pencils, dry wipe pens <input type="checkbox"/> Plain & squared paper & small notebooks <input type="checkbox"/> Whiteboards <input type="checkbox"/> Tape measure & ruler <input type="checkbox"/> Related fiction & non-fiction texts	<input type="checkbox"/> Carryall	Score out of 6:

Add up your total across the 12 areas & see how well you score.

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Total:

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Early Excellence
Inspirational Learning

Outdoor Provision Audit

Project by Amy Short @ Beacon Primary Academy

Audit Your 3-7yrs Outdoor Provision

To help you review the strength of your outdoor provision, use the check list below

0-35 score:
Seek help!
Gain immediate
advice to plan
your outdoor
environment

36-65 score:
Doing well
Seek support for
improving
weaker or non-
existent areas

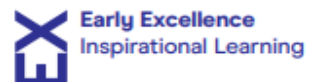
66-95 score:
Almost there
Add a new area
or set of resources
to enrich
learning

96+ score:
Amazing!
Share your
outstanding outdoor
space with us on
social media

Curriculum Focus	Provision Area	Resources	Storage	
Physical Development	Building & Construction	<input type="checkbox"/> Set of play crates of different sizes <input type="checkbox"/> Set of wooden poles & planks <input type="checkbox"/> Set of baskets, ropes and pulleys <input type="checkbox"/> Set of large den covers of various materials, waterproof groundsheet <input type="checkbox"/> Set of strong outdoor pegs or clips <input type="checkbox"/> Set of tyres and steering wheels <input type="checkbox"/> Set of wooden chalkboards and chalk	<input type="checkbox"/> Tall storage tub for planks, poles and pipes <input type="checkbox"/> Crates stacked, not too high and grouped by type <input type="checkbox"/> Carryalls for ropes, pegs and clips <input type="checkbox"/> Sack cart	Score out of 11:
Collaboration & Communication	Role Play Collection	Camping <input type="checkbox"/> Pull-along trolley and backpacks <input type="checkbox"/> Outdoor role play den frame waterproof cover and groundsheet with outdoor pegs <input type="checkbox"/> Stainless steel camping kettle and flask <input type="checkbox"/> Set of mugs and plates <input type="checkbox"/> Set of cutlery <input type="checkbox"/> Frying pan with serving tongs <input type="checkbox"/> Set of plastic food such as burgers <input type="checkbox"/> Collection of loose parts including wooden sticks and poles Picnic <input type="checkbox"/> Den frame with summery cover <input type="checkbox"/> Child-sized deck chairs and waterproof picnic blanket <input type="checkbox"/> Wicker picnic hampers <input type="checkbox"/> Plastic picnic set including cups, plates and cutlery <input type="checkbox"/> Flask <input type="checkbox"/> Set of plastic picnic food Occupations <input type="checkbox"/> Set of paramedic outfits <input type="checkbox"/> First aid box with bandages and emergency foil blanket <input type="checkbox"/> Set of firefighter outfits and helmets <input type="checkbox"/> Set of hoses <input type="checkbox"/> Set of high-vis builders jackets & helmets <input type="checkbox"/> Tool kit <input type="checkbox"/> Set of small cones <input type="checkbox"/> Set of police outfits <input type="checkbox"/> Small notebooks with pencils <input type="checkbox"/> Set of engineer overalls <input type="checkbox"/> Clipboards and pencils	<input type="checkbox"/> Shelving or large crates for housing and displaying resources <input type="checkbox"/> Smaller items stored in small baskets <input type="checkbox"/> Den frames and deckchairs stored against a wall or hanging up <input type="checkbox"/> Large clear boxes with lids for dressing-up clothes, equipment and accessories, grouped by theme	Score out of 29:
Collaboration & Communication	Large Sand & Gravel	<input type="checkbox"/> Set of large-scale wild animals and dinosaurs <input type="checkbox"/> Set of large outdoor vehicles including digger and tractor <input type="checkbox"/> Set of wooden logs and slices <input type="checkbox"/> Set of large pebbles <input type="checkbox"/> Set of buckets and spades	<input type="checkbox"/> Animals, vehicles, buckets and spades grouped and stored in large baskets with carry handles <input type="checkbox"/> Natural resources stored separately in large, handled basket	Score out of 7:

*Audit Continues
on Page 2*

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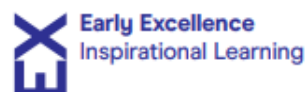
Mathematical Thinking	Playing Games	<input type="checkbox"/> Numbered skittles and cones <input type="checkbox"/> Set of large dice with dots and numerals <input type="checkbox"/> Numbered mats <input type="checkbox"/> Metre rulers, trundle wheel, stopwatch, and set of sand timers <input type="checkbox"/> Large calculator <input type="checkbox"/> Set of small, coloured balls and beanbags <input type="checkbox"/> Set of trugs, hoops and ropes <input type="checkbox"/> Whiteboards and pens, clipboards <input type="checkbox"/> Set of large chalks <input type="checkbox"/> Outdoor Parachute	<input type="checkbox"/> Equipment stored in large box that can be easily carried <input type="checkbox"/> Smaller items such as bean-bags, stored in trugs	Score out of 12:
Science Investigation	Water Investigations Collection	<input type="checkbox"/> Set of jerry cans <input type="checkbox"/> Set of guttering and large pipes <input type="checkbox"/> Set of guttering stands <input type="checkbox"/> Set of tubing of various lengths, and connectors <input type="checkbox"/> Set of measuring jugs, funnels, bowls and buckets of various sizes <input type="checkbox"/> Set of large & small trugs and large rectangular tray <input type="checkbox"/> Set of small buckets and paint trays with paint brushes and rollers	<input type="checkbox"/> Tall storage tub for guttering, pipes and brooms <input type="checkbox"/> Resources stored on shelves and grouped by purpose e.g. mark making equipment	Score out of 9:
Science Investigation	Mud Kitchen Collection	<input type="checkbox"/> Large mud kitchen with hobs with set of hanging utensils <input type="checkbox"/> Smaller wooden mud kitchen with sink <input type="checkbox"/> Large octagonal tray and set of smaller black trays <input type="checkbox"/> Set of plastic cauldrons and trugs of different sizes <input type="checkbox"/> Large wooden spoons <input type="checkbox"/> Set of mixing jugs, bottles and basters <input type="checkbox"/> Set of pots & pans and balti dishes <input type="checkbox"/> Set of small, clip on chalkboard labels and chalk	<input type="checkbox"/> Large boxes or plastic shelves to house resources	Score out of 9:
Creative & Expressive Art	Creative Materials	<input type="checkbox"/> Set of willow obelisks <input type="checkbox"/> Set of weaving mats <input type="checkbox"/> Selection of weaving threads such as raffia, felt ties, ribbon, thick wool <input type="checkbox"/> Set of wooden hoops <input type="checkbox"/> Set of wooden pegs, beads and rings <input type="checkbox"/> Selection of natural objects such as feathers, fir cones and elephant ears <input type="checkbox"/> A selection of large pebbles, wooden sticks and slices <input type="checkbox"/> Bamboo poles	<input type="checkbox"/> Storage baskets with compartments for smaller weaving resources <input type="checkbox"/> Weaving mats hanging on hooks	Score out of 10:

*Audit Continues
on Page 3*



Knowledge of the World	Exploring Nature Collection	Gardening and Growing <input type="checkbox"/> Wheelbarrow <input type="checkbox"/> Set of large trugs <input type="checkbox"/> Large and small watering cans <input type="checkbox"/> Set of long-handled rakes & spades <input type="checkbox"/> Set of trowels, hand rakes and forks <input type="checkbox"/> Set of children's gardening gloves <input type="checkbox"/> Set of long-handled, natural brooms Investigating Nature <input type="checkbox"/> Set of pooters, large and small bug jars & magnifying glasses <input type="checkbox"/> Set of trays for collecting and observing <input type="checkbox"/> Set of wooden hoops to use as quadrats <input type="checkbox"/> Transparent grids and whiteboard pens Investigating Weather <input type="checkbox"/> Set of windmills, streamers and windsocks <input type="checkbox"/> Rain gauge, wind vane and outdoor thermometer <input type="checkbox"/> Set of whiteboards and pens <input type="checkbox"/> Set of clipboards <input type="checkbox"/> Weather data collection charts	<input type="checkbox"/> Watering cans and trugs stored on shelves <input type="checkbox"/> Gloves stored inside trug <input type="checkbox"/> Gardening tools and brooms stored in basket with handles for carrying <input type="checkbox"/> Resources stored in large, clear, lidded box <input type="checkbox"/> Resources separated into themes and stored in clear, lidded boxes	Score out of 21:
Keeping Warm & Dry	Transition Area	<input type="checkbox"/> Set of wellington boots <input type="checkbox"/> Waterproof jackets and trousers for wet weather <input type="checkbox"/> Bib and braces for mild, dry weather		Score out of 3:
Keeping Warm & Dry	Books	<input type="checkbox"/> Set of stories about minibeasts, gardens and the weather <input type="checkbox"/> Set of stories about outdoor journeys and adventures <input type="checkbox"/> Set of poetry books with outdoor themes <input type="checkbox"/> Set of non-fiction books to enable identification of birds, insect and plants	<input type="checkbox"/> Stored indoors and organised by theme	Score out of 5:
Add up your total across the 10 areas & see how well you score.				Total:
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NO WAY. THE HUNDRED IS THERE

The child
is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred always a hundred
ways of listening
of marvelling of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.

The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.

The school and the culture
separate the head from the body.

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They tell the child:

to think without hands

to do without head

to listen and not to speak

to understand without joy

to love and to marvel

only at Easter and Christmas.

They tell the child:

to discover the world already there

and of the hundred

they steal ninety-nine.

They tell the child:

that work and play

reality and fantasy

science and imagination

sky and earth

reason and dream

are things

that do not belong together.

And thus they tell the child

that the hundred is not there.

The child says:

No way. The hundred is there.

Loris Malaguzzi (translated by Lella Gandini)

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