



Provision in the Early Years and KS1



Respect



Belonging



Responsibility



Resilience



Creativity

Provision	What this looks like at Homefield Primary school and SSC
Continuous	<p>The core environment, resources and learning opportunities that are always available for the learner to access independently. These resources remain in place over time and encourage the learner to practice, revisit and extend their learning through play. This allows children to consolidate skills and to continue to learn independently even when an adult is not present.</p> <p>Examples at Homefield include:</p> <ul style="list-style-type: none"> • Construction areas • Role Play areas • Sand and water trays • Mark making and writing areas • Creative stations • Small world • Mud kitchen • Gravel pit • Reading corners
Enhanced (From child led observations or assessment of needs)	<p>Enhanced provision is when temporary or extra resources are added to the continuous provision in response to children's observed interests, developmental gaps or seasonal themes.</p> <p>This may build on conversations adults have had with children during previous learning or questions children have asked each other or adults.</p> <p>Example: <i>Observing issues with fine motor or noticing a fascination with water flow and then adding pipettes, ladles and funnels to the water tray. Ask questions to encourage the child to think, experiment and solve problems.</i></p>
Linked (From adult led curriculum plans)	<p>This refers to activities or resources that are specifically connected to current learning intentions, themes, interests or adult led teaching. These resources are temporary and are introduced to so practitioners can observe how well children can independently extend, transfer and apply newly taught learning into their free play. This often supports learners who need extra support.</p> <p>Example: <i>After an adult led maths session on counting objects, add counting cards to the small world area.</i></p>

The quality of provision is not determined solely by the resources available. Adult interaction is essential in helping children deepen their understanding and make progress.

Adults should:

- Observe children's play to identify interests, strengths and gaps in learning
- Model vocabulary, skills and appropriate ways to use resources
- Ask open-ended questions that encourage children to explain their thinking
- Support children to apply knowledge gained through direct teaching
- Know when to intervene and when to allow children to explore independently
- Use observations to inform future enhancements and teaching