

Year 1: DISCOVERY TIME: A continuous provision approach

At TIMU Academy Trust we know that our Year 1 pupils are building on from the Early Years approach and so have the right to learn in a unique way.

Current research shows that learning is most effective when a curriculum is developed appropriately, for children aged 5 and 6 this is to learn through moving and being active, developing natural curiosity, being creative, being independent by thinking for themselves and finding their own solutions, being resilient by taking risks and so much more.



Year 1 teachers deliver a carefully planned Discovery curriculum that is taught using a balance of child-led and teacher-directed opportunities to learn to ensure a life-long love of learning. On a daily basis pupils have opportunities for **Discovery time**. With this approach play is used as a vehicle to learn because when our pupils are engaged in purposeful play they retain more and have an intrinsic fulfilment so want to learn more. Pupils will be seen busy, active and engaged in a wide range of self-directed and teacher-directed activities; by doing this we allow our pupils to encounter active, real-life events as everyday practice in their learning.

The environment is used as an aid and opportunity to learn in all our year 1 classrooms. Teachers have developed exciting and well-resourced areas to interest all pupils and opportunities for learning are focused on even during tidy up time by our choice of labelling.

We have high expectations of our year 1 pupils during Discovery time. Pupils become curious and creative by being able to choose activities for themselves that consolidate their skills, understanding and knowledge. Pupils can communicate clearly and deeply about what they are doing and learning. Pupils can work as a team and find solutions to problems. Pupils are encouraged taught how to be responsible and resilient when trying new activities to develop their skills and knowledge.

“Our teachers show us part of what we are going to do and then we do it ourselves. We do challenges first and then our discovery” – pupil voice Year 1 child.

In our 4 year 1 classrooms we teach our future athletes, builders, dancers, designers, scientists, writers, zoo keepers – (the list is endless!) so we nurture all their attributes from an early age.

Examples of children directing their own learning during Discovery time.



The year 1 continuous provision environment and opportunities have been carefully planned to ensure progression from Early Years. The coverage of our curriculum is met through teacher led whole class or focus group teaching, as well as teacher-directed challenges. Challenges are set for children to access during discovery time in whatever order they choose. Challenges are based on our topic of learning and allow pupils to apply skills which have been previously taught.

We value the opportunity for our pupils to choose, develop and love their own interests too, so we ensure freedom for this and year 1 teachers observe and engage with our pupils so maximum learning opportunities are provided.

“We have 4 challenges to do in our 5 days, in different areas of the classroom and I really enjoy them” Pupil voice, Year 1 pupil

Example of challenges:



All year 1 pupils receive an Independent Discovery Scrapbook to document pieces of learning they are most proud of. After modelling expectations in term 1, our pupils take ownership of these books and are proud to share these with teachers in and outside the classroom.

This leads onto more formalized learning during the summer terms when the children are better prepared.