



GREENHEART
GET SET! 

3. Planning for continuous development

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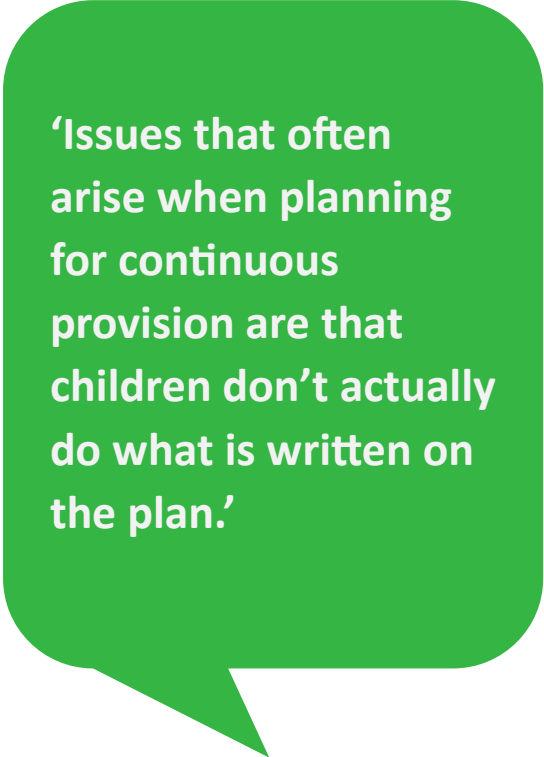
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‘Planning has undergone the biggest transformation on our Get Set journey.’

1. Introduction

Research overwhelmingly supports a later start to formal education. The evidence highlights the positive contribution of playful experiences to children's development as learners, and the negative consequences of starting formal learning at the age of four to five years of age. Superior learning and motivation have been shown to arise from playful (as opposed to instructional) approaches to learning in children.



'Issues that often arise when planning for continuous provision are that children don't actually do what is written on the plan.'

2. Planning stages

When introducing the Get Set approach, it is likely that the majority of change will be seen in Years 1 and 2, as the approach is designed to expand on Reception models of learning. With the programme intended for a phased introduction, this guide will primarily focus on Year 1 planning, as it is likely to require significant development.

The guide will cover long-term planning and explore how the National Curriculum can be delivered through the Get Set approach in Year 1. Future guides will explore how the Get Set approach is extended into Year 2 and beyond to maximise its impact. The guide will also review medium and short-term planning.

Using the Get Set approach, you will be able to develop learning sequences that incorporate continuous and enhanced provision to maximum effect, whilst challenging learners and closing the gap through personalising learning.

The Get Set programme does not provide a one-size-fits-all curriculum, but by sharing core principles with examples and recommendations, we aim to develop teachers' ability to apply the Get Set approach and plan their own, fully bespoke curriculum.



3. Long-term planning: Deciding Themes

Reception as a foundation

The first step to curriculum design is mapping out the long-term plan for Year 1 in coordination with Reception and Nursery.

The Early Years curriculum should be designed to meet the needs of the EYFS Framework with a strong consideration for preparing children to meet the demands of the KS1 National Curriculum. Whilst this would be considered best practice, it cannot be presumed to be in place and should be reviewed.

As Get Set's Year 1 provision is designed to build upon the learning style of Reception, it is also important that good practice and continuous provision are effectively in place.

With the Early Years curriculum developed in such a way, building a Year 1 curriculum that further develops learning sequences can proceed unincumbered.

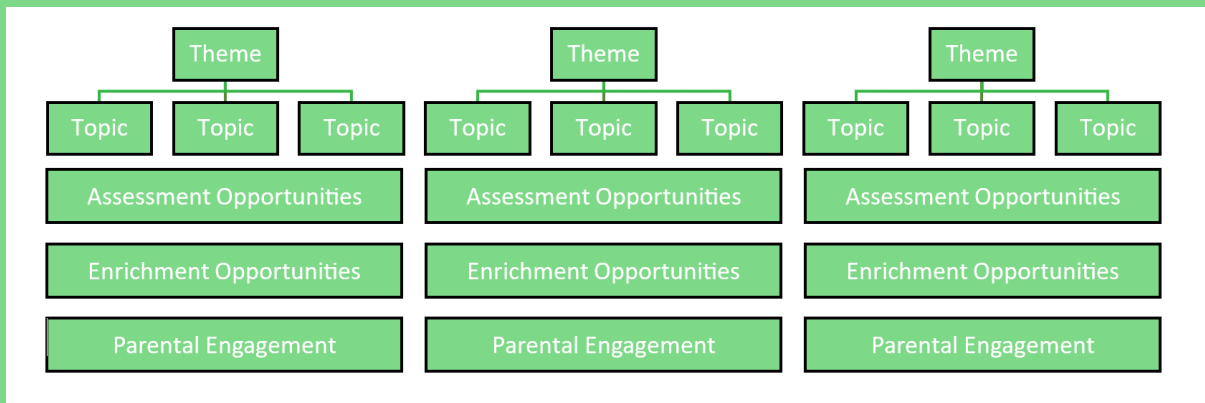
Themes and topics

The Get Set approach breaks the year down into three overarching themes, taught one per term. It is important to think broadly about these themes to ensure they encompass all the desired content to be covered.

Year 1 National Curriculum objectives are then allocated into the three themes in a long-term plan. Alongside these objectives, thought should also be given about what topics will be covered within each theme, as

'Our topics changed several times as we moved from six half-termly themes down to three termly themes.'

well as enrichment and assessment opportunities. Alongside this, opportunities for parental involvement should be added to the plan.



Example of a curriculum structure. Note: themes can have more than three topics

Examples of themes include: Superhero Academy and Once Upon a Time in London. **Appendix 1** is an example of a long-term Year 1 plan.

When creating a long-term plan, it may be possible to repurpose current Year 1 themes that have worked well and amend planning to avoid starting from scratch. It is likely that the learning objectives of lessons will stay the same, but the delivery and activities will need further development.

It is crucial that Reception planning is continually referred to during the long- and medium-term planning process. Previous learning should be scrutinised, and careful deliberation given to how it can be extended. Equally important is the consideration for success in Year 2 so that all children are equipped with the knowledge and skills needed to make continued progress.

4. Medium planning: Determining Topics

Once three broad themes have been selected, the next step is to choose suitable topics within each theme and plan their coverage and content. Considerations that should guide the content of a topic include:

- Gap filling knowledge from Reception
- National Curriculum coverage
- Sticky knowledge (*see later*)
- Access to resources and enrichment opportunities

Sticky Knowledge

Sticky knowledge are concepts and skills that will form the foundation of future learning. You must provide a 'knowledge-rich curriculum' and ensure that new learning is *retained* in children's long-term memory. Children must remember what they have learned and be able to talk about it with interest and understanding.

For this to happen it is important to ensure:

- Activities form part of a sequence of learning that both reinforces and builds upon established knowledge.
- When new concepts are introduced, explicit steps are taken over time to repeatedly revisit and embed learning

Once sticky knowledge has been identified, this will direct your development of “**essential activities**” in which all children should take part.

These activities are designed to guarantee that all children have equal opportunity to access the National Curriculum objectives and will be the vehicle through which the sticky knowledge is taught. It is essential that children's participation in these activities is carefully monitored.

For example, one of the KS1 National Curriculum objectives for science is for children to '*describe and compare the structure of a variety of common animals*'. The sticky knowledge is the confident use of key vocabulary such as; amphibians, reptiles, birds, fish and mammals and children's ability to discuss the key features of each animal group. A possible essential activity would involve the children sorting animals into groups and labelling them accordingly.

Sticky knowledge and subsequent essential activities should also be informed by assessment information and characteristics of the cohort for whom the curriculum is being designed. At this stage, consideration should be given to gaps in knowledge that have occurred, the needs of particular individuals, and the accessibility of the curriculum to SEND pupils.

Selecting topics and knowledge mapping

A practical approach to deciding your themes and mapping out knowledge into topics is to place important content, such as the National Curriculum objectives and **sticky knowledge**, on separate pieces of paper (content cards).

Begin by trying to arrange these into three cohesive groups where they best fit – this process should help you to identify a theme that naturally encompasses the group of cards. Once this is done, you can begin to cluster the content cards into smaller groups within a theme to form topics.

This process may cause themes or topics to require rethinking to avoid shoehorning content to fit topics.



Once a theme's topics and their contents have been decided, the next step is to plan each topic's structure and subsequent delivery through your medium-term plans. It is recommended that you have six medium-term plans, one per half term.

5. Short-term planning

To ensure learning builds on children's existing knowledge and meets individual needs and interests, children play an active part in the formation of short term, weekly plans. The Get Set approach to this is to use a **Journey Board** as part of **Big Question** planning sessions.

Journey Boards

Children's ideas, thoughts and work are added to this large-scale working document which becomes our organic planning that adapts and changes to children's needs and interests.

Planning Boards are divided into three columns: Plan, Do, Review, and stay displayed throughout a half term. The purpose of the board is to map out the learning journey with the children and to watch it grow. We revisit and review learning throughout the term to ensure children retain the sticky knowledge and can talk about their learning.



Example of a Journey Board

What to include:

- **Plan** - Share short-term plans, **Big Question** feedback and **Focus Children's** interests and needs (see later sections)
- **Do** - Display children's work, records of observations and photos
- **Review** - Share what the children have learnt, their thoughts about the topic and answers to the **Big Question**

See Get Set guide **2. Pedagogy: A guide to Get Set teaching** for further guidance.

Big Question planning – *true formative assessment*

By exploring a “Big Question” in advance of the start of the topic, you will be able to identify children’s existing knowledge and allow children’s ideas and thoughts to guide your short-term planning.

For Big Question planning to be successful, children must be engaged and interested. The more awe and wonder that is created, the stronger the children’s input is likely to be. This can be achieved using enhancements or provocations. For example, a mystery object displayed in a clear Perspex box left for the children to find and ponder. It can also be achieved by sharing a quality text, photo or video clip followed by a thought-provoking question - a **Big Question**.

Big Question Example: Great Fire of London

When teaching The Great Fire of London, teachers could begin by sharing a whole-class text followed by the question: Was the great fire of London a good thing? The initial response to this question would most likely be a unanimous ‘no’.

As the class progresses through the topic and children learn more about what happened after the fire, how London was cleansed from the great plague, how the city was safely rebuilt and the introduction of fire safety measures into smaller communities, children will begin to think differently. They can be prompted to weigh up both the negative and positive impacts of the fire that had not been considered previously. Children can engage in quality debates as they argued their well thought out opinions both for and against.

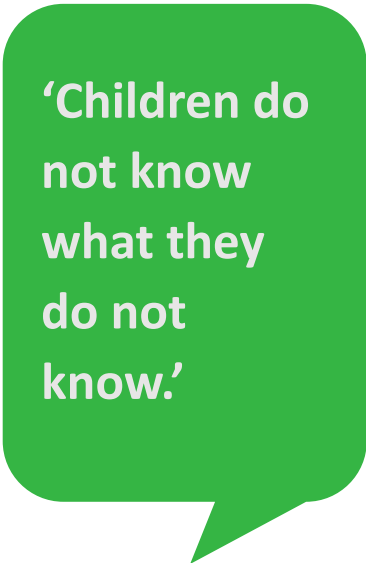
A Big Question session should take place at least two weeks before the topic begins.

The purpose of the session is to determine:

- What do children already know about the topic?
- What misconceptions or gaps do the children hold about this topic?
- What interests the children and what does not?
- What elements of the topic would the children like to learn more about?

This is not easy to do; attaining this information requires carefully planned questioning and a good knowledge of the children being taught.

As children will not have a full knowledge of the scope of the topic to be covered, medium-term plans should help to provide structure to these sessions and help lead the direction of the discussion.



‘Children do not know what they do not know.’

During the session, children's ideas should be recorded on sticky notes, displayed on the Journey Board and fed into weekly plans. The essential activities and sticky knowledge are already determined and planned for, therefore the feedback from the Big Question adds an extra element that is relevant and meaningful for the children.

Weekly plans

Short-term plans go into greater detail about how environmental provision will be used throughout the week. Teachers decide which Learning Labs would be most effectively used to help answer the Big Question and provide children with suggested learning ideas that they can *choose* to use. **Learning Idea** prompt cards (see **Appendix 2**) are situated in the designated Learning Lab and demonstrate how this could be achieved. It is made clear to the children that prompt cards are only a suggestion, and their own ideas are always encouraged and championed. Prompt cards are particularly effective at the beginning of the year, when children are not fully aware of the resources available to them and are still being trained on how to use resources effectively.

Issues that can arise when planning for continuous provision are that children do not always do what is detailed on the plan. It is possible to over plan. Ensure that the children can complete the activity without your support. A key question to ask is, 'Will the children do this when I am not there?' If the answer is 'no', then think again.

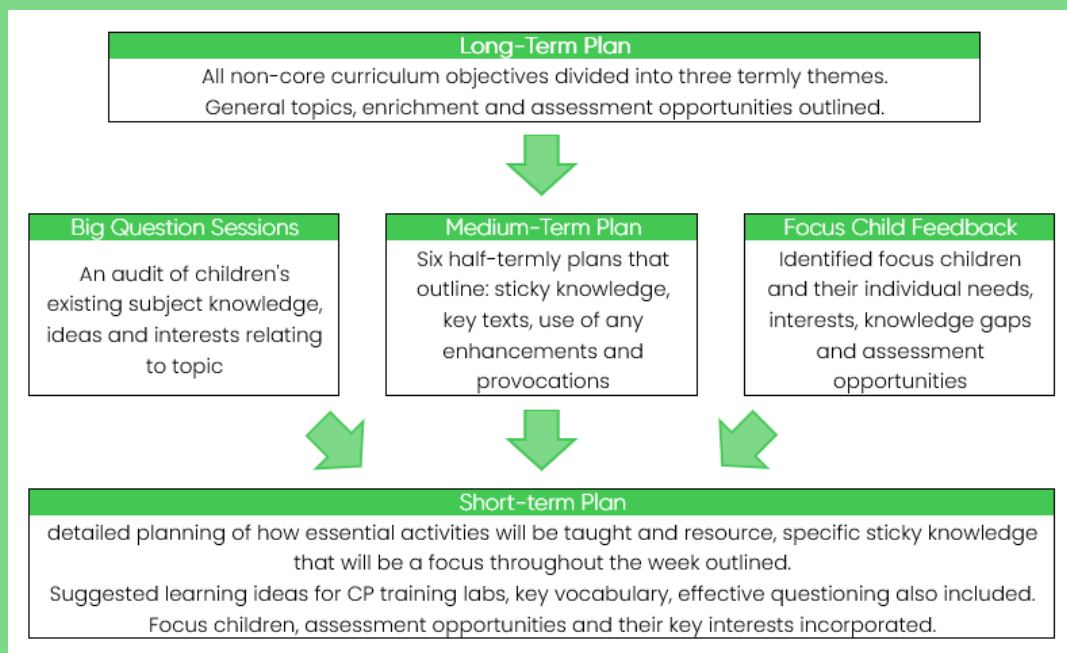
6. Parental engagement and Focus Children

In addition to Big Question sessions, it is also recommended to involve parents in the planning process. A way to achieve this, is through the use of **Focus Children**.

Focus Children

Each week, three children are selected as focus children from each class. A questionnaire is sent home asking parents and guardians a series of key questions and asking them to spend five to ten minutes talking with their child; finding out about their current likes and interests, their friendships, achievements, and goals. Parents record children's ideas and share these with the teacher. The questions are mapped out on a **Child Focus sheet** which is amended every term (see **Appendix 3**) and adds the final, personalised strand to planning.

It is important to note that this does not have a direct link to the planned sticky knowledge or essential activities organised for the same week, it is designed to be included alongside.



An overview of planning

7. Planning an inclusive and accessible curriculum

When we talk about every child, we must be passionate that we mean *every* child. The Get Set curriculum must be accessible and inclusive for all so that every child can thrive.

Consider the importance of:

- Familiar routines and structures
- Differentiated and adapted resources
- Visual timetables
- Variation of activities and approaches

The curriculum must be inclusive by being responsive and adaptive to needs. At the heart of the Get Set curriculum is the importance of knowing children as individuals and as learners. Continuous provision allows time for focussed learning conversations with individual learners to move their learning forwards via careful use of questioning, shared thinking and modelling.

Knowledge held by staff about where individual children are with their learning will allow the learning experience to be more readily tailored to meet their next steps. Quality interactions with children is the best vehicle to ensure progress for every child.

8. Blending formal learning

An effective Get Set curriculum should be a blend of learning through play and exploration as well as more formal learning and directed teaching. How this is managed will be cohort specific and a flexible, adaptable approach is recommended.

As an example, in the Autumn term formal learning could constitute up to 40% of daily activities. This would allow for whole-class or group teaching for English and Maths. The length of these lessons could gradually increase, allowing more formal learning to be added to the curriculum throughout the year. In the Summer term the percentage of formal learning could increase 60%.

Subjects that can be difficult to incorporate into topics, such as PSH, RE and Music, could also be taught as discrete subjects. This helps to avoid learning feeling contrived to fit within the parameters of a topic or theme.

Elements of formal learning can also be extended into the CP environment; for example, following a Maths lesson on place value, matched resources such as dienes could be added to the Maths Lab for children to access independently as they practise and review the skill. Read, Write, Inc. resources should be readily available for children to access in the Writing lab to support correct letter formation and accurate spelling choices.

9. Assessing progress

As discussed throughout this guide, assessment is a critical part to effective planning for a Get Set curriculum. Most teachers should be well versed in informative and summative assessment in a formal setting, approaches will need to be adapted to ensure teachers maintain an accurate understanding of pupils' progress. With all effective assessment, it is essential that a regular, systematic and thorough approach is taken to assessment.

For more information on assessment please see Get Set guide **2. Pedagogy: A guide to Get Set teaching.**



9. Further thoughts

Planning and delivering a Get Set curriculum is an iterative process and it is important to revisit plans regularly. For many Year 1 and Year 2 teachers this will be a significant departure from the more formal style of delivery to which they are accustomed. It is important to note that many of the skills and techniques developed for formal delivery continue to come into play with the Get Set approach, and teachers will utilise these whilst adding to their repertoire of classroom practice.

Appendices and Examples

Appendix 1: Example of Year 1 long term plan

	Autumn Theme	Spring Theme	Summer Theme
	Superhero Academy	Once Upon a Time in London	What a Wonderful World
Science	<ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)
Working Scientifically	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. 		
Seasonal Changes	<p>Observe changes across the four seasons.</p> <ul style="list-style-type: none"> • Observe and describe weather associated with the seasons and how day length varies. 		
History	<p>Pupils will develop an understanding of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will know and use a wide vocabulary of everyday historical terms. They will ask and answer</p>		

	Autumn Theme	Spring Theme	Summer Theme
	Superhero Academy	Once Upon a Time in London	What a Wonderful World
	<p>questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		
	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally: the Great Fire of London 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods: David Attenborough
Geography	<p>Pupils will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		
	<p>Place Knowledge</p> <ul style="list-style-type: none"> Understand the human and physical geography of a small area of the United Kingdom, (Hednesford) 	<p>Place Knowledge</p> <ul style="list-style-type: none"> To compare similarities and differences of the human and physical geography of Hednesford to the Capital City of London. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. <p>Place Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. To compare similarities and differences of the human and physical geography of Hednesford and Capital City of London to Africa (a contrasting non-European country). <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.

	Autumn Theme	Spring Theme	Summer Theme
	Superhero Academy	Once Upon a Time in London	What a Wonderful World
Geographical skills and fieldwork	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use world maps, atlases and globes to identify the United Kingdom and its countries. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the worlds, continents and oceans.
	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom 		
Design and Technology	<p>Through a variety of creative and practical activities, pupils will learn the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p>		
	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. • Select from and use a wide range of ingredients. 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing • Select from and use a range of tools and equipment to perform 	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups

	Autumn Theme	Spring Theme	Summer Theme
	Superhero Academy	Once Upon a Time in London	What a Wonderful World
		<p>practical tasks [for example, cutting, shaping, joining, hole punching and folding]</p> <ul style="list-style-type: none"> • Select from and use a wide range of materials and components, including construction materials, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria • Build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including fabrics/textiles, according to their characteristics • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria
Art and Design			
	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To know about the work of a range of artists, craft makers and designers, describing the 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To know about the work of a range of artists, craft makers and designers, describing the 	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To know about the work of a range of artists, craft makers and designers, describing the

	Autumn Theme	Spring Theme	Summer Theme
	<i>Superhero Academy</i>	<i>Once Upon a Time in London</i>	<i>What a Wonderful World</i>
	differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work.	differences and similarities between different practices and disciplines, and making links to their own work.

Medium Term plan considerations


Below are suggestions for how topics and other factors can be aligned to themes. These elements can then be further developed and sequenced in medium-term planning.

	Autumn Theme	Spring Theme	Summer Theme
	Superhero Academy	Once Upon a Time in London	What a Wonderful World
General Topics NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Me My Family My School Family My community My local Area Pop Art-Andy Warhol and Keith Haring My local area in the Victorian times-coal mines Homes Materials Grandparents How has life changed from when our Grandparents were children? Toys Me and my body Keeping healthy DT: Healthy breakfast: soft fruits (hygiene and cutting skill)	London is the capital of England Countries and their Capitals in the UK Maps Landmarks Cityscapes Art: Layering and Wax Resinace City Scape (Wassily Kandinsky) Buckingham Palace King Charles Queen Elizabeth Gardens (plants) Was the 'Great Fire' a good thing? Samuel Pepys DT: Design and make a Bakers Bag	Europe 7 continents Equator Weather Africa: Kenya Weather Animals How was David Attenborough's life significant? Zoo Animal puppets Create wildlife documentary
Enrichment Opportunities/ 'Wow' moments	Visit from Grandparents Making fruit Salad Visit to Cannock Chase Museum	Visit from local Garden centre worker Visit from local PCSO Making bread	
Characteristics of effective Learning	Playing and exploring: Active learning: Creating and thinking critically:		

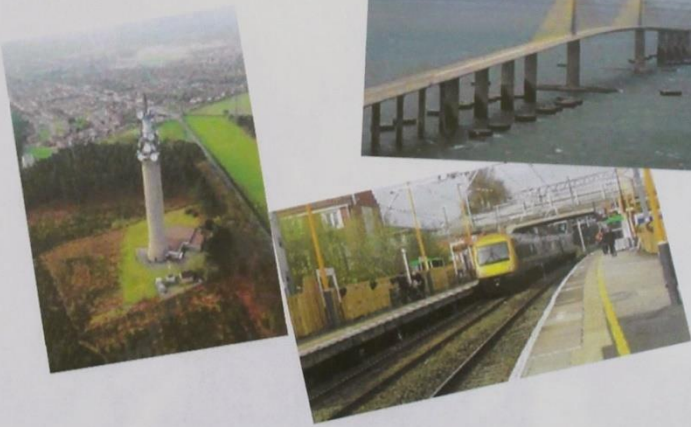

Over Arching Principles	<p>Unique Child, Positive Relationships, Enabling environments, Learning and Development:</p> <p>At the Academy, we understand that play is an integral part of learning and this is at the heart of our Year 1 curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that transition from early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully built.</p>			
Our British Value Theme input PSHE Circle Times Books	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.
Assessment Opportunities	Analyse Reception Assessments In-house - Baseline data on entry RWI Assessments Interventions Writing/reviewing IEPs	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening Get Set team meetings In house moderation RWI Assessments Midterm Assessments Writing/reviewing IEPs	Projections for EOY Trust moderation Get Set team meetings Phase meeting and internal moderations RWI Assessments Writing/reviewing IEPs	Pupil progress meetings Parents evening info Get Set team meetings Writing/reviewing IEPs RWI Assessments
Parental Involvement	Parents Evening Home/School Agreement Tapestry Set Up		Parents Evening Wow moments on Tapestry Parent Phonics workshop	

	Phonics Parent Meeting Wow moments on Tapestry Nativity Performance Maths workshop Bedtime story evening	
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Appendix 2: Example Learning Idea prompt card

Learning Idea! 

Can you build a human feature
from Kenya or Hednesford?



What human features can you think of?
How might you build it?
What materials will you need?

Appendix 3: Child Focus Sheet

Focus Child Information

We will soon be focusing on _____. We will be observing them while they play to find out more about their interests and how they are progressing. Please take some pictures of your child/family enjoying activities out of school. These can be printed or emailed to school.

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child's needs. This will help us to plan for their future learning and development.

What are your child's interests? Do they have any hobbies?

Is there anything significant happening in your child's life at the moment e.g. visits, birthdays, new pets, family celebrations?

Is there anything you would like to tell us about your child?

Please include 1 photo that your child would like to share in school.