

Continuous Provision Plan: Construction

| Development Matters – Ages and Stages | Vocabulary | Look, listen, note |
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| <p>Three to Four Year olds</p> <ul style="list-style-type: none"> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore collections of materials with similar and/or different properties. Play with one or more other children, extending and Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Use talk to organise themselves and their play. <p>Reception</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently Create collaboratively, sharing ideas, resources and skills. Show resilience and perseverance in the face of challenge. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <p>Early Learning Goals</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. | <p><u>Adults to introduce vocabulary</u></p> <p>Build, make, big, small, design, measure, sort, join, slot, instructions, plan, invent, sky scraper, ideas, connect, talk, balance, tall, short, tower, bridge, home, castle, house, building, bricks, builder, jobs, architect, city, town village, wall, map, famous building specific names,</p> | <p>Do they work independently or cooperatively?</p> <p>Do they plan what they are building?</p> <p>Can they talk about what they are building?</p> <p>Do they follow instructions or copy an image?</p> <p>Do they persevere when they meet a problem?</p> <p>What materials do they like to build with?</p> <p>What mathematical vocabulary is being used in the area?</p> |

- Work and play cooperatively and take turns with others.

| Intended experiences | Permanent resources | Enhanced resources |
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| <p>Playing collaboratively, using the construction area appropriately, making choices, opportunities for talking through shared activities, following instructions making plans, presenting ideas to others, using story and reference books, writing for different purposes (e.g. lists, own name, captions), develop mathematical language e.g. position, size, shape, comparisons, problem solving opportunities, creating and recreating patterns and models, matching and sorting shapes, ordering items by length or height, exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping, balancing construction pieces, designing and making their own models, manipulate a range of equipment and tools, create real-life and imaginary models, develop their own ideas over a period of time, represent their own experiences through imagination and play.</p> | <ul style="list-style-type: none"> • Clearly labelled storage boxes • Pictures of buildings / vehicles • Appropriate books • Drawing and writing materials (eg clipboards, assortment of pens, plain and squared paper). • Large wooden blocks and small wooden bricks • Purchased construction kits e.g. Lego duplo, interstar blocks, Mobilo, Stickle Bricks, Train Tracks | <p>Selection of play people, animals, vehicles.</p> |

Characteristics of effective learning

Playing and Exploring

- I can make choices and explore different resources and materials
- I can plan and think ahead about how I will explore or play with objects.
- I can guide my own thinking and actions by talking to myself as I play.
- I can copy a picture and follow instructions to help me build.
- I can explore and investigate new materials and resources.

Active Learning

- I can keep on trying when things are difficult.
- I can begin to correct my mistakes.
- I can play and explore in the construction area freely and talk about what I am doing.

Creating and Thinking Critically

- I can sort materials.
- I can review my progress as I try to achieve a goal and check how well I am doing.
- I can solve real problems.
- I can feel confident about coming up with my own ideas.
- I can make more links between my ideas.
- I can concentrate on achieving something that is important to me.
- I can give my attention to tasks and ignore distractions with increasing control.

| Continuous Provision – Progression of common play behaviour | |
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| Area: Construction | |
| Behaviour | Building |
| High-level | <p>Add moving parts to models.</p> <p>Combine construction when needed.</p> <p>Add loose parts to add details to their model. Change or adapt model to serve its purpose.</p> |
| Mid-level | <p>Create with a purpose in mind – know what they would like to create.</p> <p>Add detail to models.</p> <p>Good control and coordination in small movements.</p> |
| Emergent | Using blocks or other simple construction to make a tower. |

