

EYFS Long Term Plan Continuous Provision - Construction

Characteristics of Effective Learning - How a child is learning

Playing and Exploring	Active learning	Creating and Thinking Critically
<p>Finding out and exploring</p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to 'have a go'</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<p>Being involved and concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something - not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked
<p style="text-align: center;">Permanent Resources</p> <p>Pictures of buildings/vehicles Posters and local themed reference photographs Appropriate non fiction and fiction books Drawing and writing materials/Clipboards Wooden blocks and mini hollow blocks Small wooden bricks Train track Construction sets - Lego, Duplo, stickle bricks, Selection of play people, animals, vehicles Selection of natural/ reclaimed material Displays of finished models and those in progress</p> <p>Resource enhancements throughout the year Road maps/A-Z books/Plans e.g. flat pack Hard hats Tools - hammer, screwdriver, spanner photos of completed models Junk modelling</p>	<p style="text-align: center;">Possible Experiences</p> <p>Using the construction area appropriately Open-ended play Handling and time for exploring equipment Making models with adult support Making models independently Working collaboratively on a group model Designing plans and making for a purpose Talking about theirs and others work Explaining to an adult the making process Following instructions Looking at books and plans Recording own work Dismantling models and checking components Using stories/ experiences for a stimulus Making choices Developing mathematical language e.g. position, shape, size, comparisons Create real life and imaginary worlds</p>	<p style="text-align: center;">Adult Role</p> <p>Positive Relationships Role modelling use and care of materials and then trust children to do so independently Giving children time to explore without focusing on end product Support children to co-operate and take turns Encourage children to respect other children's constructions Support children in thinking about what they want to make, the processes that may be involved and the materials and resources needed Provide children with opportunities to use their skills and explore concepts and ideas through representations</p> <p style="text-align: center;">Enabling Environments</p> <p>Provide space for large block play and model building constructions Offer additional resources reflecting interests e.g. play maps and small world equipment Review the environment resources after each session Provide clipboards for 'plans' and mark making Resources labelled with pictures and words</p>
		<p style="text-align: center;">Appropriate Vocabulary</p> <p>Big, bigger Small, smaller Short, shorter Tall, taller 2d and 3d shape names Component part names e.g. cog, screw Number names Positional language e.g. up, down, behind, on, off Directional language e.g. left, right, around, forward, backwards</p> <p style="text-align: center;">Questions and Phrases</p> <p>I wonder what you will need to use to make..... How can I make this tower balance? How can we build a tall building? Can you show me how you fixed that? Tell me how did you make that model? Why have you used this wheel here?</p>

Construction - A Unique Child - Observing what a child is learning 36-60+ months

<p align="center">Personal, Social and Emotional Development</p> <p>Can play in a group, extending and elaborating play ideas, E.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Explains own knowledge and understanding, and asks appropriate questions of others Can select and use activities and resources with help Welcomes and values praise for what they have done Confident to speak to others about own needs, wants, interests and opinions Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</p>	<p align="center">Communication and Language</p> <p>Understands use of objects Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Responds to simple instructions, e.g. to get or put away an object Beginning to understand 'why' and 'how' questions Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall past experiences Questions why things happen and gives explanations. Asks E.g. <i>who, what, when, how</i> Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g., <i>'This box is my castle.'</i> Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play</p>	<p align="center">Physical Development</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Handles tools, objects, construction and malleable materials safely and with increasing control Understands that equipment and tools have to be used safely Shows understanding of how to transport and store equipment safely Beginning to balance blocks to build a small tower May be beginning to show preference for dominant hand</p>	
<p align="center">Literacy</p> <p>Shows interest in illustrations and print in books and print in the environment Knows that information can be retrieved from books and computers Ascribes meanings to marks that they see in different places Writes own name and other things such as labels, captions</p>	<p align="center">Mathematics</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects Shows an interest in shape and space by playing with shapes or making arrangements with objects Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Beginning to talk about the shapes of everyday objects, e.g. <i>'round' and 'tall'</i> Uses familiar objects and common shapes to create and recreate patterns and build models</p>	<p align="center">Understanding the World</p> <p>Shows interest in different occupations and ways of life Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Can talk about some of the things they have observed such as plants, animals, natural and found objects Talks about why things happen and how things work Looks closely at similarities, differences, patterns and change</p>	<p align="center">Expressive Arts and Design</p> <p>Uses various construction materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Joins construction pieces to build and balance Realises tools can be used for a purpose Constructs with a purpose in mind, using a variety of resources Uses simple tools and techniques competently and appropriately Selects appropriate resources and adapts work where necessary Selects tools and techniques needed to shape, assemble and join materials they are using Builds stories around toys Introduces a storyline or narrative into their play Plays alongside other children who are engaged in the same theme Plays cooperatively as part of a group to develop and act out a narrative</p>

Construction - A Unique Child - Observing what a child is learning 0-36 months

<p align="center">Personal, Social and Emotional Development</p> <p>Interested in other's play and starting to join in Seeks out others to share experiences Expresses own preferences and interests Responds to the wishes and feelings of others Can play in a group, extending and elaborating play ideas Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Can select and use activities and resources with help Welcomes and values praise for what they have done Confident to talk to other children when playing, and will communicate freely about own home and community Shows confidence in asking adults for help Aware of own feelings, and knows that some actions and words can hurt others' feelings Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p>	<p align="center">Communication and Language</p> <p>Understands more complex sentences, Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?) Developing understanding of simple concepts (e.g. big/little) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it' Uses a variety of questions (e.g. what, where, who) Uses simple sentences Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Responds to simple instructions, e.g. to get or put away an object Beginning to understand 'why' and 'how' questions Beginning to use more complex sentences to link thoughts</p>	<p align="center">Physical Development</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment Show control in holding and using jugs to pour, hammers, books and mark-making tools May be beginning to show preference for dominant hand Beginning to recognise danger and seeks support of significant adults for help Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Understands that equipment and tools have to be used safely</p>	
<p align="center">Literacy</p> <p>Distinguishes between the different marks they make Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places</p>	<p align="center">Mathematics</p> <p>Selects a small number of objects from a group when asked Begins to make comparisons between quantities Uses some language of quantities, such as 'more' and 'a lot' Beginning to categorise objects according to properties such as shape or size Begins to use the language of size Uses some number names and number language spontaneously Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects Uses positional language Shows interest in shape by sustained construction activity or by talking about shapes or arrangements</p>	<p align="center">Understanding the World</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others Enjoys playing with small-world models such as a farm, a garage, or a train track Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Talks about why things happen and how things work</p>	<p align="center">Expressive Arts and Design</p> <p>Experiments with blocks, colours and marks Uses various construction materials Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Joins construction pieces together to build and balance Realises tools can be used for a purpose Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there</p>
<p>Revised October 2013</p>			