

Continuous Provision Plan for - Construction

Possible learning towards EYFS outcomes							
Personal, Social and Emotional Development		Communication and Language		Physical Development			
<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas.</li> <li>• Can select and use activities and resources with help.</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Keeps play going by responding to what others are saying or doing.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>		<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Listens to others, one-to-one or in small groups when conversations interest them.</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>		<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Understands that equipment and tools have to be used safely.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>			
Literacy		Maths		Understanding the World		Expressive arts and design	
<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p><b>40-60 months:</b></p> <p>Knows that information can be retrieved from books and computers.</p>		<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Uses some number names accurately in play.</li> <li>• Uses positional language.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Counts actions or objects which cannot be moved.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>		<p><b>16-26 months:</b></p> <ul style="list-style-type: none"> <li>• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</li> <li>• Remembers where objects belong.</li> <li>• Matches parts of objects that fit together, e.g. puts lid on teapot.</li> </ul> <p><b>22-36 months:</b></p> <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> </ul>		<p><b>30-50 months:</b></p> <ul style="list-style-type: none"> <li>• Uses various construction materials.</li> <li>• Beginning to construct, stacking blocks vertically and horizontally and making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> </ul> <p><b>40-60 months:</b></p> <ul style="list-style-type: none"> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>	
Intended Learning Outcomes							
<ul style="list-style-type: none"> <li>• Playing collaboratively with peers and adults.</li> <li>• Using the construction area appropriately.</li> <li>• Making choices.</li> <li>• Giving opportunities for talking through shared activities.</li> <li>• Following instructions.</li> <li>• Making plans.</li> <li>• Testing ideas.</li> <li>• Presenting ideas to others.</li> <li>• Develop mathematical language e.g. position, size, shape, comparisons.</li> <li>• Opportunities to problem solve their own designs or situations presented to them.</li> </ul>				<ul style="list-style-type: none"> <li>• Evaluating and modifying ideas and creations.</li> <li>• Creating and recreating patterns and models.</li> <li>• Matching and sorting shapes.</li> <li>• Exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping.</li> <li>• Balancing construction pieces.</li> <li>• Designing and making their own models.</li> <li>• Manipulate a range of equipment and tools.</li> <li>• Develop their own ideas over a period of time.</li> <li>• Representing own experiences through imaginative play.</li> </ul>			
Enabling Environments		Positive Relationships		Characteristics of Effective Learning			
<p>Resources:</p> <p>Block play Wooden train track Wooden blocks Lego Stickle bricks Small world figures</p> <p>Other considerations:</p> <ul style="list-style-type: none"> <li>• Provide time, space and materials for children to collaborate with one another in different ways.</li> <li>• Make materials easily accessible at children's height to ensure everybody can make choices.</li> <li>• Provide a range of construction toys of different sizes made of wood, rubber or plastic that fix together in a variety of ways.</li> <li>• Provide a range of materials and objects to play with that work in different ways for different purposes.</li> <li>• Provide areas and opportunities to display children's creations to provide ideas, share achievements and to enable children to return to their creations during the session.</li> </ul>		<ul style="list-style-type: none"> <li>• Encourage children to explore and talk about what they are learning, varying their ideas and ways of doing things.</li> <li>• Use number language in a variety of situations.</li> <li>• Value children and their constructions.</li> <li>• Encourage children to speculate on the reasons why things happen or how things work.</li> <li>• Make suggestions and ask questions to extend children's ideas of what is possible.</li> <li>• Encourage children to share their creations and achievements.</li> </ul> <p>Our 'I wonder' questions may be based on:</p> <ul style="list-style-type: none"> <li>• Colour names.</li> <li>• 2D shape names e.g. square, circle, triangle, rectangle etc.</li> <li>• 3D shape names e.g. cube, cuboid, sphere, pyramid etc.</li> <li>• Language of position e.g. before, after, on top off, behind, in front of etc.</li> <li>• Language of size.</li> <li>• What they are making.</li> <li>• What they might need or use.</li> <li>• How it will work.</li> </ul>		<p>Playing and Exploring – <b>engagement</b></p> <ul style="list-style-type: none"> <li>• Showing particular interest</li> <li>• Pretending objects are things from own experience</li> <li>• Initiating activities</li> <li>• Seeking challenge</li> </ul> <p>Active Learning – <b>motivation</b></p> <ul style="list-style-type: none"> <li>• Not easily distracted</li> <li>• Persisting with activity when challenges occur</li> <li>• Being proud of how they accomplished something - not just the end result</li> </ul> <p>Creating and Thinking Critically – <b>thinking</b></p> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding new ways to do things</li> <li>• Making predictions</li> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> </ul>			