

# Construction

## Key Learning Opportunities (From Development Matters Birth to 5)

### Communication and Language

- Use new vocabulary through the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Use new vocabulary in different contexts.

### Personal, Social and Emotional Development

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

### Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Develop storylines in their pretend play.

### Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Draw information from a simple map.
- Understand that some places are special to members of their community.

### Maths

- Count objects, actions and sounds.
- Subitise.
- Count beyond ten.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

### Literacy

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

### Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

## Characteristics of Effective Learning

### Playing and Exploring

- Choose different construction materials and explore how they fit together in different ways.
- Use their fine motor skills to explore different creations they can make.
- Show an interest in making things they have experience of in their own lives.
- Initiate activities with others including children and adults.
- Show a can-do attitude when things may not go their way or are difficult.

### Active Learning

- Maintain focus on an activity for a sustained period of time (around 10 minutes)
- Show enthusiasm, energy and excitement at the prospect of constructing something interesting and sharing it with others.
- Include finer detail in their creations and explain to others what they have done and why.
- Persevere when things aren't going their way and try to think of ways around problems.

### Creative and Critical Thinking

- Think about what they want to create and the materials that they can use to do so.
- Find ways to problem solve when their original idea isn't quite right or doesn't work how they wanted it to.
- Think creatively and find new ways of doing things that are different to what others have previously done.
- Make links between their learning, including cause and effect, and notice patterns in their experiences.
- Make predictions as the build/create.

## Continuous Provision Planning

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<ul style="list-style-type: none"> <li>- Think carefully about which resources might work well together and explore how they can support each other to make more creative constructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Show resilience and show belief that a different approach will pay off and bounce back after difficulties.</li> <li>- Be proud of their achievements and the process they have done not just the end result.</li> <li>- Enjoy meeting challenges for their own sake not just external rewards/praise.</li> </ul>	<ul style="list-style-type: none"> <li>- Test out their ideas.</li> <li>- Plan out what they want to do.</li> <li>- Check how well their creations are progressing and talk about what they want to do next, changing strategies as needed.</li> <li>- Review what they have built/created at the end.</li> </ul>		
Resources	Organisation	Intended Experienced	Vocabulary	Role of the Adult
<ul style="list-style-type: none"> <li>• Stickle bricks</li> <li>• Nuts and bolts</li> <li>• Train track</li> <li>• Lego</li> <li>• Linking hoops</li> <li>• Klickits</li> <li>• Straws and connectors</li> <li>• Pre-school K'nex</li> <li>• Marble run</li> <li>• Magnetics</li> <li>• Work in progress labels</li> <li>• Labels for objects built</li> <li>• Pens/Pencils to write labels with.</li> </ul>	<ul style="list-style-type: none"> <li>• Open shelved unit.</li> <li>• Opaque boxes with a selection of each resources inside.</li> <li>• No labels on boxes - children introduced at the start of the year and taught to keep resources tidy and separate.</li> <li>• Carpeted area to allow space to build.</li> <li>• Large cable reels in centre to provide platforms for building and playing on.</li> <li>• Close proximity to Blocks and Loose Parts as well as Small World Area to encourage mixed play between the three areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can select resources and use their imaginations to build and create objects/scenes etc.</li> <li>• Children make decisions about what resources they want to use.</li> <li>• Children are encouraged to use fine motor skills to join items together and build things based on their prior knowledge.</li> <li>• Children can work independently or within pairs/groups to fulfil their ideas.</li> <li>• Children will plan out verbally, sometimes in written form, communicating their ideas with others.</li> <li>• Children narrate their moves and begin to describe what they are doing.</li> <li>• Children cooperate with peers sharing resources and solving problems.</li> <li>• Children retell stories using their creations.</li> <li>• Children problem solve as they create using trial and error.</li> <li>• Children use positional language when creating their objects.</li> <li>• Children write down letters that they know to create labels for their objects.</li> </ul>	<p><b>Low Frequency Words</b> connect, design, measure, slot, construct, assemble, arrange, flexible, rigid, combine</p> <p><b>Medium Frequency Words</b> taller, shorter, longer, higher, lower, challenge, create, balance, stack</p> <p><b>High Frequency Words</b> plan, build, slide, roll, tower, make, join, curve, straight</p>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>• Observe children and take note of key interests.</li> <li>• Respond to requests and ideas.</li> <li>• Suggest possibilities to extend play/thinking.</li> <li>• Consider additional stimulus and add to the area immediately or in the following days.</li> <li>• Play alongside children to push play forwards.</li> </ul> <p><b>Role model / direct teach</b></p> <ul style="list-style-type: none"> <li>• Model how to play imaginatively.</li> <li>• Model thinking aloud “You’ve really made me think about...” “I’d not thought of that before...”</li> <li>• Model correct language use and extend vocabulary.</li> <li>• Model and manage behaviours including self-regulation.</li> <li>• Model how to join tricky elements and share knowledge with children.</li> </ul> <p><b>Raise questions to stimulate ideas and add challenge</b></p> <ul style="list-style-type: none"> <li>• “What do you notice about...?”</li> <li>• “I wonder how...?”</li> <li>• “Can you tell me about...?”</li> <li>• “What happens if I...?”</li> <li>• “Where should this piece go? Why?”</li> </ul>

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				<p><b>Use appropriate language linked to key learning</b></p> <ul style="list-style-type: none"><li>• Mathematical language linked to shape, position, size and counting.</li><li>• Positional language e.g. on, under, next to etc.</li><li>• Geographical language linked to locations</li><li>• Scientific language linked to gravity and stability.</li><li>• Story language linked to scenes and characters.</li></ul>
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