

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.

Construction

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

Construction

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