

Continuous Provision Planning For

Construction Area

Key Learning Opportunities

Communication and Language

- . Use talk to organise themselves and their play.
- . Can start a conversation with an adult or peers and continue it for many turns.
- . To be able to express a point of view and debate when they disagree using words as well as actions.

Physical Development

- . Choose the right resource to carry out their own plan.
- . To use one handed tools and equipment.
- . Start taking part in group activities which they make up for themselves.

Personal, Social and Emotional Development

- . Use resources with help when needed.
- . Play with one or more of their peers, extending and elaborating play ideas.
- . Develop appropriate ways of being assertive.

Literacy

- . Engage in extended conversations about stories learning new vocabulary.
- . Understand that print holds meaning.
- . Understand that print can have different purposes.

Maths

- . Make comparisons between objects relating to size, weight and capacity.
- . Compare quantities using language.
- . Begin to describe a sequence of events.
- . Say one number for each object.
- . Recite numbers past 5.

Understanding the World

- . Develop positive attitudes about the differences between people.
- . Explore how things work.
- . Talk about what they see.

Expressive Arts and Design

- . Begin to develop stories using small world equipment.
- . Develop their own ideas and then decide which resources they need to express them.
- . Respond to what they have heard, expressing their thoughts and feelings.
- . Take part in pretend play using objects to represent something else.

Resources

- . 2D shapes.
- . 3D shapes.
- . 10x rectangle wooden blocks
- . 10x square wooden blocks
- . 10x triangle wooden blocks
- . 3x large wooden cylinders
- . 3x small wooden cylinders
- . Magnetic shapes.
- . Wooden slices.
- . Small world people.
- . Small coloured wooden blocks.
- . Trains and train track.
- . Small wooden logs
- . Selection of relevant books
- . Puzzles
- . Vehicles
- . Writing resources and paper
- . Transparent tubes and marbles.
- . Magnetic balls and sticks.
- . Planks, blocks, nuts and screws.

Organisation

- . Area not to be overcrowded with resources.
- . Resources placed in baskets within the resource unit.
- . Pictures/labels to show where items should be stored.
- . Some labels showing quantity of items Eg 4 bricks 2 diggers
- . Enhancements to be placed in different coloured tray to differentiate.

Intended Experiences

- . Developing improved fine /gross motor skills
- . Playing together and cooperating with children of different ages
- . Strengthening muscles and hand-eye coordination
- . Providing opportunities for vocabulary extension and modelling, which is foundational for communication and language as well as early literacy
- . Experimenting with stories and narrative ideas in play
- . Exploring space and measures
- . Developing building and balancing skills.
- . Exploring which resources are best suited for what they are trying to achieve
- . Performing role play or small world play
- . Engaging with problems and working out how to solve them
- . Gaining mastery and control over their bodies and what they can do

Role of the Adult

- . Plan for and provide a range of provision.
- . Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis.
- . Model use of resources in area to encourage interest.
- . Encourage appropriate behaviour and use of area.
- . Support and extend children's learning.
- . Use open-ended questions to promote sustained shared thinking.
- . Observe children's learning to identify achievement and to inform planning for extending learning.
- . Observe use of provision to ensure the area is meeting the needs of the children and the EYFS.

Key Vocabulary and Questions

- . Positional language.
- . Shape language
- . Talk about the building we see around us or on our journey to Nursery.
- . I wonder how tall you could build a tower?
- . What have you created?
- . How did you build you
- . Which shaped block are you going to use next?