A Place to Build and Construct

A Unique Child +	Positive Relationships +	Enabling Environments
with teaching and support from adults		

= Learning and Development

Aspects:

Personal, Social and Emotional Development – <u>Self Regulation – 1, Managing Self -2, Building Relationships - 3</u>

Communication and Language – <u>Listening, Attention and Understanding – 1</u>, <u>Speaking -2</u>

Physical Development – <u>Gross Motor Skills – 1, Fine Motor Skills - 2</u>

Literacy – <u>Writing - 3</u>

Mathematics – <u>Numbers – 1, Numerical Patterns - 2</u>

Understanding the World – <u>People, Culture and Communities - 2</u>

Expressive Arts and Design – <u>Creating with Materials – 1,</u> Being Imaginative and Expressive - 2

Characteristics of Effective Learning:

Playing and Exploring (engagement) – Finding out and exploring, Playing with what they know, Being willing to 'have a go'

Active Learning (motivation) – Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do

Creating and Thinking Critically (thinking) – Having their own ideas, Making links, Choosing ways to do things

Key Resources	Points to Consider	Effective Practice	Vocabulary / key questions
Open shelving Shelving for display Storage Books – fiction and non fiction Photographs of constructions such as eiffel tower Wooden blocks Construction sets Train track Small world play Loose parts Mark – making equipment **Tyres, planks and crates** **Large wooden blocks** **Tubes and guttering, funnels, buckets**	▪ Large carpeted area ▪ Large varied outside area Adult role : ▪ Model skills involved in building and modelling ▪ Model use of appropriate vocabulary ▪ Support children in making and extend their learning	**Provide opportunities for :** ▪ Handling and exploring equipment ▪ Making models with adult support ▪ Making models independently ▪ Working collaboratively on a group model ▪ Designing 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.	Big(ger) Small(er) Short(er) Tall(er) Circle, square, rectangle, sphere, cube, cone. Component part names. Number names (0-20) Positional language. Directional language. Tell me about …….?

Key: aspects underlined are a particular focus of this area, resources located outside are in green