



## Long Term Continuous Provision Plan: Construction Area

<b>Enabling Environments:</b> what adults could provide	<b>Positive Relationships:</b> what adults could do	<b>Characteristics of Effective Learning</b>
<ul style="list-style-type: none"> <li>• Provide time, space and materials for children to collaborate with each other in different ways.</li> <li>• Provide activities that involve turn taking and sharing in small groups.</li> <li>• Vary activities so that children are introduced to different materials.</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>• Have large and small blocks and boxes available for construction both indoors and out.</li> <li>• Provide a range of materials and objects to play with that work in different ways for different purposes.</li> <li>• Demonstrate and teach skills and techniques associated with the things children are doing.</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>• Use pictures and objects to illustrate counting songs, rhymes and number stories.</li> <li>• Value children and 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> </ul> <p><b>Key Vocabulary and Questions</b></p> <ul style="list-style-type: none"> <li>• Colour names.</li> <li>• 2D and 3D shape names e.g. square, circle, triangle, cube, sphere etc.</li> <li>• Language of position e.g. before, after, on top of, behind, in front of etc.</li> <li>• Language of size.</li> <li>• Language of quantities.</li> <li>• Cardinal number e.g. 1, 2, 3, 4...</li> <li>• What are you going to make?</li> <li>• What will you need for ...?</li> <li>• How does this work?</li> <li>• Which construction kit are you going to use?</li> <li>• What did you use to make your model?</li> <li>• How did you ...?</li> <li>• What do you think about your ...?</li> <li>• How could we ... add the plane's wings?</li> <li>• Why did you...?</li> </ul>	<p><b>Playing and Exploring - 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><b>Active Learning - 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><b>Creating and Thinking Critically - 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>

## Construction Area Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
<ul style="list-style-type: none"> <li>● Constructs using own ideas</li> <li>● Represents events/people/objects in their models</li> <li>● Uses models to create a storyline</li> <li>● Plays with other children cooperatively</li> <li>● Talks about their models</li> <li>● Select shapes appropriately. For example, a triangular prism for a roof.</li> <li>● Explore and begin to talk about the shapes they have used in their models - 2d and 3d</li> <li>● Labels models</li> <li>● Listens to others and responds</li> </ul>	<ul style="list-style-type: none"> <li>● Makes models with other children, taking into account other children's ideas and opinions</li> <li>● Write a caption for their model</li> <li>● Draws their model design</li> <li>● Can manipulate small construction materials with ease, for example lego.</li> <li>● can describe their model and the resources they have chosen</li> <li>● adapts their work as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Work and play cooperatively and takes turns with others.</li> <li>● writes a story based on their model</li> <li>● designs a model and then builds</li> <li>● can explain why they have chosen particular resources</li> <li>● uses different resources for a purpose</li> <li>● develops their own narrative</li> <li>● Uses mathematical language when talking about the shapes they have used.</li> </ul>