

Continuous Provision Planning for Construction

Key Learning Opportunities

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
- 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.	- Choose the right resource to carry out their own plan. - To use one handed tools and equipment. - Share one another's ideas about how to organise their activity.	- Use resources with help when needed. - Play with one or more of their peers, extending and elaborating play ideas. - Initiates conversations, attends to and takes account of what others say. - Takes steps to resolve conflicts with other children, - Children play cooperatively, taking turns with others.	- Engage in extended conversations learning new vocabulary - Begin to describe a sequence of events. - Understand that print holds meaning. - Understand that print can have different purposes.	- They explore characteristics of everyday objects and shapes and use mathematical language to describe them. - Counts actions or objects which cannot be moved. - Uses familiar objects and common shapes to create and recreates patterns and build models. - Make comparisons between objects relating to size, weight and capacity. - Compare quantities using language. - Say one number for each object.	- Develop positive attitudes about the differences between people. - Explore how things work. - Talk about what they see.	- 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	Organisation	Intended experiences			Role of the adult	
- Variety of boxes - tubes - people - grass - blocks - pipes - foliage/flowers - scissors - masking tape - straws - wool/string - planks - paper/card	- Pictures/labels to show where items should be stored. - Some labels showing quantity of items eg 4 bricks 2 diggers - Enhancements to be added according to current planning or pupils' special interest	- Strengthening muscles and hand-eye coordination - Providing opportunities for vocabulary - 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 - Playing collaboratively with peers and adults. - Making choices. - Following instructions. - Making plans. - Presenting ideas to others. - Creating and recreating patterns and models. - Matching and sorting shapes. - Exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping. - Exploring balance - Designing and making their own models. - Manipulating a range of equipment and tools. - Developing their own ideas over a period of time			- Observe children's learning to identify achievement and to inform planning for extending learning. •Encourage children to explore and talk about what they are learning, varying their ideas and ways of doing things. - Use number language in a variety of situations. - Use pictures and objects to illustrate counting songs, rhymes and number stories. - Encourage children to speculate on the reasons why things happen or how things work. - Make suggestions and ask open ended questions to extend children's ideas of what is possible. Key Vocabulary and Questions - Positional language. - Shape language - Talk about the building we see around us - What are you going to make? What have you created? - What will you need for ...? - How does this work? - Which resources are you going to use? - What did you use to make your model? - How did you ...? - What do you think about your ...? - How could we make it even better?	