

Development Matters – Ages and Stages (EYFS 2012)		Look, Listen and Note	
• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (PSED 30-50) • Initiates play, offering cues to peers to join them. (PSED 30-50) • Keeps play going by responding to what others are saying or doing. (PSED 30-50) • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (PSED 30-50) • Initiates conversations, attends to and takes account of what others say. (PSED 40-60+) • Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) • Takes steps to resolve conflicts with other children, e.g. finding a compromise. (PSED 40-60+) • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (CL 40-60+) • Introduces a storyline or narrative into their play. (CL40-60+) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (L40-60+) • Writes own name and other things such as labels, captions. (L 40-60+) • Attempts to write short sentences in meaningful contexts. (L40-60+) • Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+) • Talks about why things happen and how things work. (UTW 30-50)		Construction Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling 	
Effective Practice		Permanent Resources	
<u>Adults to introduce vocabulary (use of words, symbols and signs) eg-</u> Build, knock down, brick Names of 2D/3D shapes Names of all construction sets and pieces Language of building –joining, fixing, connecting Colour, shape, size and positional language Number names <u>Adults to ask questions to extend learning</u> Can you knock it down? What shall we build? Where is the largest/smallest brick? Who can build the tallest tower? How high do you think it is?		Clearly labelled storage boxes/Shelving, Pictures of buildings / vehicles Posters and local / themed reference photographs, Appropriate books Drawing and writing materials, Large wooden blocks e.g. community playthings, Small wooden bricks. Purchased construction kits e.g. Lego, Duplo Small selection of play people, vehicles and animals Selection of natural / reclaimed materials Space to display finished models and those in progress <u>Resource enhancements throughout the year:</u> Road maps / A-Z books, Clipboards Hard hats, Tools – hammer, spanner, screwdriver etc. 3D wooden shapes – plain/coloured Construction kits , Equipment with a variety of fastenings, wheels, nuts, bolts e.g. Brio-Mec, Meccano, Ladders, Cable spools – different sizes, Tyres, Plastic tubing, Pipes and guttering, Sanded wooden off-cuts, Material, Builder's trays, Collections of natural materials, Joining materials e.g. strong tape, ropes, Laminated photographs and posters.	
Intended Experiences		Characteristics of Effective Learning	
Playing collaboratively and using the construction area appropriately, making choices, opportunities for talking through shared activities, following instructions, making plans, presenting ideas to others, using story and reference books, writing for different purposes e.g. lists, writing own name and other captions, develop mathematical language e.g. position, size, shape, comparisons, problem solving opportunities, creating and recreating patterns and models , matching and sorting shapes, ordering items by length or height, exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping, balancing construction pieces, designing and making their own models, manipulate a range of equipment and tools, create real-life and imaginary models, develop their own ideas over a	<u>Unique Child</u> <u>Playing and Exploring (engagement)</u> • Showing curiosity • Using senses to explore • Pretending objects are things from their experience • Representing their experiences in play • Taking a role in their play • Acting out experiences with other people • Initiating activities <u>Active Learning (motivation)</u> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details • Persisting when challenges occur <u>Creating & Thinking Critically (thinking)</u> • Thinking of ideas • Making links and noticing patterns in their experience • Making predictions	<u>Positive Relationships</u> <u>Playing and Exploring (engagement)</u> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products <u>Active Learning (motivation)</u> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <u>Creating & Thinking Critically (thinking)</u> • Use the language of thinking and learning (think, how, figure out, find out etc) • Encourage open-ended questions • Value questions, talk, and many possible responses, without rushing toward answers too quickly • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.	<u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u> • Provide stimulating resources which are accessible and open-ended • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore <u>Active Learning (motivation)</u> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away • Notice what arouses children's curiosity • Make space and time for all children to participate <u>Creating & Thinking Critically (thinking)</u> • Plan activities for children to develop their own ideas • Plan play opportunities to solve problems with flexible resources • Plan linked experiences that follow the ideas

Provision Area Overview

Primary School 2012

period of time, representing own experiences through imaginative play.	• Testing their ideas • Developing ideas of cause and effect	• Show and talk about strategies – including problem solving	children are really thinking about
--	--	--	------------------------------------