



Development Matters - Age and Stage (EYFS 2012)		Look, listen and note
<p>Emerging:</p> <ul style="list-style-type: none">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)Talks about why things happen and how things work. (UTW 30-50)Uses various construction materials. (EMM 30-50)Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (EAD:EUMM 30-50)Joins construction pieces together to build and balance. (EAD:EUMM 30-50)Realises tools can be used for a purpose. (EAD:EUMM 30-50)Uses available resources to create props to support role-play (EAD:BI 30-50) <p>Expected:</p> <ul style="list-style-type: none">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. (CL 40-60+)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. (L 40-60+)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+)Manipulates materials to achieve a planned effect. (EAD:EUMM 40-60+)Constructs with a purpose in mind, using a variety of resources. (EAD:EUMM 40-60+)Uses simple tools and techniques competently and appropriately. (EAD:EUMM 40-60+)Selects appropriate resources and adapts work where necessary. (EAD:EUMM 40-60+)Selects tools and techniques needed to shape, assemble and join materials they are using. (EAD:EUMM 40-60+) <p>Exceeding:</p> <ul style="list-style-type: none">They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EAD:EUMM Part ELG)They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (EAD:BI Part ELG)	<h2>Construction</h2> <h3>Continuous Provision</h3> <p>Expressive Arts and Design/Physical Development</p> <p>Adults support and challenge children's learning and thinking through observation, participation, guided reading and writing and role modelling. Children experience a range of reading and writing opportunities daily as a whole class, in small groups or one to one.</p>	<p>How do children react to the feel of the different bricks? Who can knock down the bricks? Can children build one brick on top of another? Can children recognise any colours? 2d or 3D shapes? Do children share resources? Can children join two bricks together? Can they build a structure around themselves or as a physical boundary? Can they talk about what they are doing as they construct? Can they draw a plan and then use the blocks to create it? Can they say what worked well or what they would change?</p>
	<h3>Effective Practice</h3> <p><u>Adults to introduce vocabulary (use of words, symbols and signs) e.g.-</u> Build, knock down, brick (or other construction) Names of 2D/3D shapes Names of all construction sets and pieces Language of building – joining, fixing, connecting, combining Colour, shape, size and positional language Number names, counting, size ordering</p> <p><u>Adults to ask simple questions to extend learning e.g.-</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? What else could you use? Tell me about... How will you put it together? What did you use to make it? How would you improve it if you made it again?</p>	<h3>Permanent resources</h3> <p>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, stickle bricks Small selection of play people, vehicles and animals. Selection of natural / reclaimed materials. Space to display finished models and those in progress.</p> <p>Resource enhancements throughout the year: 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, 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, fasteners, treasury tags, Laminated photographs and posters</p>

Intended Experiences	Characteristics of Effective Learning		
<ul style="list-style-type: none"> ➤ 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 period of time, representing own experiences through imaginative play. 	<p><u>Unique Child</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Thinking of ideas • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of cause and effect 	<p><u>Positive Relationships</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • 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. <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • 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. • Show and talk about strategies – including problem solving 	<p><u>Enabling Environments</u></p> <p><u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • 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 <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • 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 children are really thinking about