



Stocksbridge Nursery
Infants School
Long Term Planning – F1

Construction Area.

AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

ENABLING ENVIRONMENT
Provision - Permanent resources

INCLUDING LARGE BLOCK AREA.

POSITIVE RELATIONSHIPS
Possible Adult interactions;
ITMP

- Use descriptive words like 'big' and 'little' in everyday play
- Demonstrate the language for shape, position and measures.
- Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions.
- Value children's constructions, e.g. helping to display them or taking photographs of them.
- Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes.
- Encourage children to use everyday words to describe position.
- Support children in thinking about what they want to make, the processes that may be involved.
- Be interested in the children's creative processes and talk to them about what they mean to them.
- Encourage children to persist with an activity when challenges occur
- Show a belief that more effort or a different approach will pay off
- Help children to bounce back after difficulties

THE UNIQUE CHILD
Assessment Look, listen & note 2Simple

- Begins to use the language of size (22 -36)
- Beginning to make-believe by pretending. (30 – 50)
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Uses shapes appropriately for tasks.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Uses available resources to create props to support role-play. (40 – 60)
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Constructs with a purpose in mind, using a variety of resources.
- Selects appropriate resources and adapts work where necessary.
- Plays alongside other children who are engaged in the same theme.